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ABSTRACT

A proposal for school reform, crafted by Mortimer J. Adler in 1982, the "Paideia Proposal," resurrected the ideal of the Socratic teaching method and called for a three dimensional program to prepare youngsters for earning a living, preparing for the duties of a citizen in a democracy and preparing them for continued learning. The core curriculum would include language, literature, fine arts, mathematics, natural science, history, reading, writing, calculating, speaking and thinking. This core of general knowledge would be delivered by three types of teaching and learning: didactic teaching which is lecturing or telling, coaching, which is supervised practice, and Socratic questioning or guided discussion. In June of 1988, Sullivan High School in Chicago, Illinois, graduated its first group of seniors who went through 4 years of the school's innovative Paideia Program. Short bibliographies follow each of the five chapters. Seven appendices contain program schedules, an overview of selected readings for seminars in English, history and science in the Sullivan High School curriculum, 2-year reports on the Paideia proposal in Chicago, lists of principal operants of the program and the City of Chicago Board of Education personnel, and school improvement plans from 14 institutions. Twenty-four footnotes are included. (MLF)

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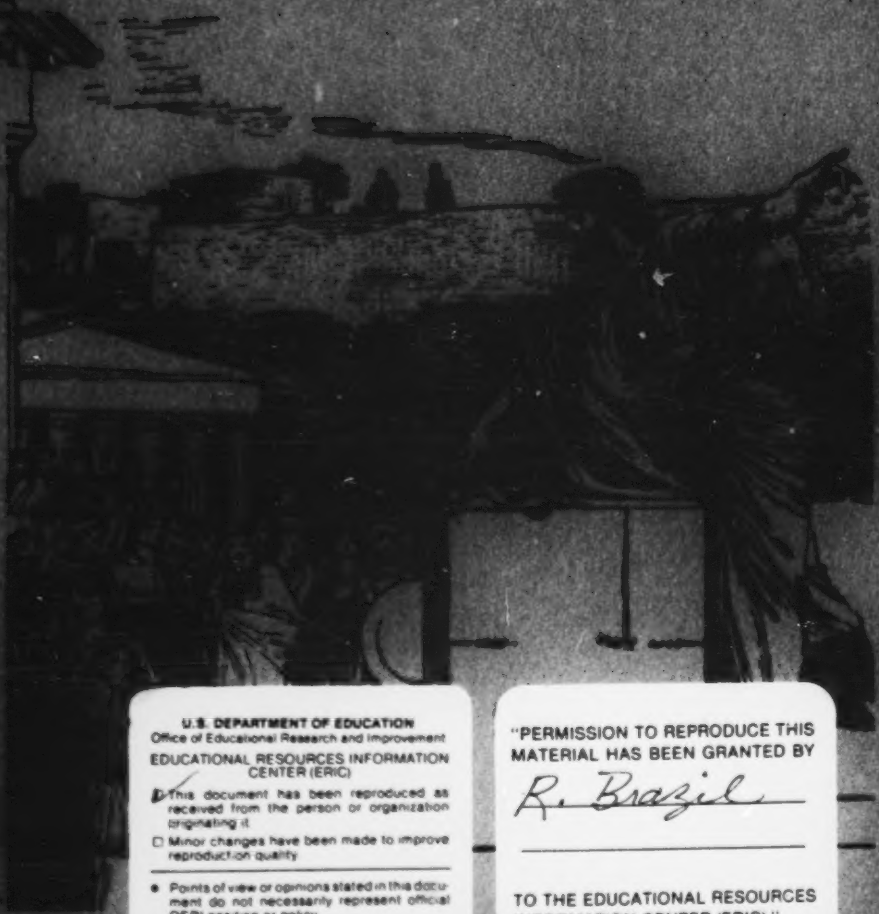
A Covenant For Change

THE PAIDEIA MANUAL

A Guide to the Re-training of America's Teaching Force



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Urban School
Improvement Project

A NEW BEGINNING

Educators are the only organized group that systematically keeps what we want our constituency to know a "secret." Then we test them on the "secret." After discussing alternative means of evaluating students, a teacher who participated in the Paideia Essential Schools programs indicated that standardized tests were used in his school because they represent the most acceptable and objective procedure for evaluating student performance. While I was speechless, perhaps he was only being honest. Teachers, like most people, don't just blurt out what they feel. Rather, they shield and then only disclose their true feelings to intimates.

When we enrolled in our university classes, we had one objective. We wanted the highest grade whether we learned anything or not. Please be patient with me and spare those disclaimers. Use them in your next university class.

Typically, a professor walked into the class, we looked him over and decided how we were going to best handle this situation. Meanwhile, and I emphasize the "he," he was looking us over regarding the A, B, C students. When he emphasized something, we underlined it, and keyed on that sentence or whatever was necessary for the test. We took the test, received the grade, and promptly forgot everything that was on the test. That same professor had a reading list that we didn't read, and told us that the test counted for a portion of our grade, our participation in class counted for so much, and so on. But we knew that it was the test that really counted.

The "TEST" is really meant to empower the teachers and if it were taken away, what would they have left. Teachers could no longer say, "she was really smart, but she couldn't pass my test." If a student gave the best answer in the universe on Tuesday, and the test was on Friday, the teacher would say "hold that answer until the test on Friday." If that same brilliant answer were given, and it was not in the teacher's guide, it would have to be marked "incorrect" to maintain the balance in the universe. That's why teaching by Socratic questioning is different. If the teacher didn't have to know everything, it would free students to learn, and the class would have some responsibility for the success of the lesson shared. Then the comment by Mortimer Adler, "***The notes of the lecturer were passed to the notes of the listener without going through the mind of either***," would not ring true as is the case in too many classrooms today.

We believe that the Paideia Proposal, as pursued in ***A Covenant for Change***, offers a reasonable approach to re-training America's teaching force to focus on personal development and learning of students rather than memorizing information unrelated to the realities of the lives of learners.

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An Interview With
Dr. Frederick A. Rodgers

Some Thoughts on Learning and Teaching

There is little disagreement concerning the need to reform schools to make the educational process more effective and meaningful to the majority of the nation's youth. Most citizens and professional educators agree that schools are not serving the intellectual and skill development needs of most youth attending the nation's schools. One solution to the problem is the training and retraining of teachers. The concept of staff development must be structured and implemented to support the learning expectations for most students. Since the concept of staff development is so central to any effort to reform schools and improve student learning, it is essential that we explore staff development in the context of the Paideia proposal. The intent of this interview is to clarify some of the issues in staff development as it relates to effective teaching and learning in general and to the effective implementation of the Paideia program in particular.

Rodgers: **Staff development is an overworked term that has a number of different meanings and applications for educators. Based on your experience as a principal and a teacher, how would you define, characterize and conceptualize staff development as a functional activity?**

Brazil: Most local staff development programs offer teachers a choice in selection. No prereading or preparation is required. Two of the best that I attended were given by District 31 in Chicago and an Urban League Conference on school reform. They invited group participation and had interesting contemporary issues to address. Some of the worst will have someone in a large audience read to the group what was just given to them at the door. This can go on for hours.

Another poor way to spend money is to offer a retreat, meet from 9-12, lunch with a speaker, meet from 1-6 or longer and to get your money's worth, have a late session with the keynote speaker. All survivors are expected to attend, sleepy or not. The directions normally give you two fifteen minute breaks to allow you to rush to your room or to stretch your legs. Choose one.

Rodgers: **How do administrators and teachers view staff development presently?**

Brazil: Administrators feel that new or less experienced teachers benefit from the expertise of facilitators. Experienced teachers offer the most resistance to inservice sessions and are hard to please. Most feel that they have seen everything. They haven't, of course, and their attention is held only if the speaker is outstanding, tells good jokes or both.

Rodgers: **How would you characterize a staff development program for implementing the Paideia Proposal?**

Brazil: All of our in-school staff development sessions consist of a short or half hour information strategy followed by department meetings. Speakers are invited to discuss only total school related topics, i.e. teaching reading in the subject areas, etc.

Most of our in-services for new teachers would include ancillary staff discussions on discipline, record keeping, rules and regulations, substitute folders, etc.

However, this book is about teaching teachers to teach, to develop new techniques in leading socratic seminars with the principal teacher co-leading classes daily. In-services for enrichment, classroom, all-school seminars and immersion retreats require extensive reading for the principal, ancillary staff and all faculty regardless of their particular discipline.

Rodgers: **What should be the relationship between process and content as it relates to staff development for the effective implementation of the Paideia program?**

Brazil: The Paideia staff development program is based on a multi-faceted approach to getting teachers to learn with the students that they are teaching. The graduate institute at St. John's College, Santa Fe, New Mexico, weekend immersion seminars, guest seminar leaders for teachers and students, all-school seminars, classroom seminars, University based classes and principal-teacher conferences on strategy are all part of the collage that prepares the teacher and principal teacher.

Rodgers: **In terms of staff development, how does learning and self-improvement contribute to effective teaching?**

Brazil: Teachers must be willing to accept new content for self-motivation and to make their classes interesting. They also cannot teach what they do not know. The strategy (process) of leading a seminar is simple: Ask a good opening question or have each class member contribute one each for discussion so they will know what to expect in future seminars. Involve several of the students, get them to support or rebut each other, compare previous readings with this one and don't attempt to summarize or reach closure. If they get off the point, have a student who hasn't spoken read a passage; control the dominant participants, motivate the quiet ones, watch for body language of those who want to speak, and there's little else to it.

Rodgers: **What role does knowledge play in staff development and effective teaching?**

Brazil: A better informed, well-read teacher is likely to be a better teacher. They have more of a knowledge base to utilize when guiding students and they're more comfortable with their delivery. They also don't panic when they don't know something and they're willing to investigate and learn with their students.

Rodgers: **How important is reading selected materials on a regular basis in the education of teachers?**

Brazil: Selected materials must not be cast in stone. If a seminar or reading does not go over well in several classrooms of different teachers, don't insist on using it. There is always something out there that's probably better on the same topic. If you look at our selected list of readings for four years, most have been tested thoroughly. The selected readings in Chapter Four have all proven to be outstanding selections.

Rodgers: **Could you describe an ideal pattern for the ongoing education of teachers?**

Brazil: We must all read the types of selections offered here. Once a teacher stops learning, they stop teaching. They then become part of the problem rather than part of the solution. Each year should be an adventure in learning with new and imposing, sometimes difficult problems to explore and solve.

Rodgers: **How do you characterize the relationship between self-improvement, staff development and learning?**

Brazil: Students are aware of the involvement of the teacher in the teacher-learner process. They know if the teacher has read the material presented to them with fresh ideas or if you're using twelve-year-old notes. Sharing your difficulties in learning new information makes them more comfortable with their problems, i.e., "I had to re-write my papers in college several times." "I don't understand this, can someone help me?" "How did you know that?" Remember, you're not in competition with them. You're there to nurture their intellectual growth as well as your own.

Rodgers: **Why is the Paideia program an effective vehicle for staff development?**

Brazil: It is simplistic in its approach, yet it takes very complicated reading material and uses multiple minds to unlock the multitude of mysteries in a well-written piece.

Rodgers: **How do you think the use of the Paideia program concept as a basis for staff development will impact the quality of education of the majority of students?**

Brazil: I think that the ability of the student to read, read with understanding, listen better, form a positive mental argument and verbalize it is excellent training for any future professional choice or field of endeavor. Training teachers to implement this mode of instruction is extremely valuable and useful throughout life.

Rodgers: **How effective will a staff development program based on the Paideia program be in helping staff alter their view to teaching and learning in schools?**

Brazil: We're now utilizing our staff as spin-off facilitators bringing other teachers into Sullivan and sharing our good fortune with them. Scores will rise if teachers and students will read with purpose.

> **"If you are not expected to know everything before class begins, it frees you to learn."**
> **---Robert D. Brazil**

Foreword:

Expanding the Vision: The Reality of Experience

Frederick A. Rodgers, Professor of Education
University of Illinois

After much soul-searching and a review of the Paideia Program at Sullivan High School after the publication of the first book, *The Engineering of the Paideia Proposal*, we decided to title this effort, *A Covenant for Change*. Based on recent experiences in operating the Paideia program at Sullivan, the implementation of newly developed academic programs, expansion of staff development activities, and the continuing success of our students, we are confident in our commitment to institutionalize Paideia as a fundamental curriculum approach, as an instructional strategy, as a staff implement strategy, and as a motivating force for general school improvement. Our personal experience and feedback from the education professionals' in-house evaluation studies, business leaders, and private and public funding agencies suggest that Paideia has proven its worth and is having the kind of impact envisioned in the plan outlined in the first book. It is time to make a covenant, "a binding and solemn agreement made by two or more individuals, parties, etc., to do or keep from doing a specified thing" (*Webster's New World Dictionary*, 1966), for continuing to make the positive changes in school programs Paideia has initiated in the past few years. This book will serve as the declaration of a contract with the students we serve directly, their parents, the teaching profession in general, and the community at large built on the foundation of the Paideia Program, and our commitment to provide a high quality educational experience for our nation's children.

As part of our covenant for changing the schooling and educational experiences for students like those attending Sullivan, it is our intent to convey the virtues of the Paideia Program as a basis for selecting curriculum content and developing a meaningful and effective instructional strategy. We have made great strides since the publication of *The Engineering of the Paideia Proposal*, and we hope

"The relationship between perception and memory is used as a basis of structuring and implementing aspects of the Paideia Program."

to share with you our accomplishments, to reflect on our gains, and to suggest new approaches and directions for improving the program. This is our attempt to make the *Covenant for Change* a realistic and cost-effective approach to improving schools and expanding the opportunity of youth to achieve academic and personal success. And lastly, to teach teachers of the virtues and strengths of the Paideia Program and to train them to use the approach in a cost-effective manner.

One component of Paideia is associated with shaping perception and improving memory. Perception plays an important role in the nature of memory an individual has and uses. This relationship is realized as a part of a perceptual system, as characterized by the statement below:

> The function of the perceptual system is to distinguish among sensory qualities. The sensory qualities of perceptions which originate in the external world are many and varied but those which originate in the viscera are restricted to the pleasure-pain series, that is, to feelings. (Hall and Lindzey, 1968, p. 253)

"The Paideia approach allows students to confront the external and internal stimuli directly and distinguish between the two positions."

Perception is not merely a passive process. With the Paideia Program, there is an attempt to assist students to deal with external (observations) and internal (feelings) stimuli by learning to recognize these stimuli separately and when they interact to affect one's perception and memory. When a student's perception comes from thought, it is judged *objective* and verified by careful observations. On the other hand, perception based on sensory stimulation is judged to be *subjective*. Such an approach improves and expands memory because active exchange and discussion with others provides a broader experience and exposure while helping students to develop approaches to solving problems and understanding the world around them. Having sorted out different sensory stimuli using the Paideia approach provides students with an experience they are not likely to forget.

Continuing in the same vein of thought:

> One may perceive, that is, be conscious of, thoughts as well as sensory excitations. One accomplishes this by associating ideas, via the function of speech, with memory traces of the perceptions of written or spoken words. Since ideas can become conscious, it is necessary to have a way of distinguishing between a perception whose source is a thought and a perception whose source is a sensory stimulation. (Hall and Lindzey, 1968, p. 253)

The Paideia Program approach encourages students to associate ideas via discussion and sharing of views and ideas with others based on their reading and understanding of the written word, their perceptions (external and internal) based on memory, and their reactions based on group reactions and interactions. It is the Paideia Seminar that puts it all together, brings it to life, gives it a present reality, and makes it part of the total person's knowledge base and intellectual understanding. Paideia organizes students' perceptions to guide their exposure to great ideas while expanding their understanding of ideas as an integral part of their daily lives, intellectually and behaviorally.

In too many instances, urban students find out about life's negative features after a decision has been made. Since Paideia necessarily deals with decisions where the " . . . subjects had access to all the information about alternatives *before* making their decisions" (Zajonc, 1968, p. 368). It is relatively easy to assist students in understanding the negative and attractive features of a decision when these features are known and can be related to the observed consequences of the actions noted. However, the actual environment of these children preclude knowledge of alternatives prior to making their decisions, and their alternatives are so limited, the choices presented are usually negative or, at best, offer few if any attractive features. Paideia offers these students an opportunity to review decisions made earlier. This idea is further considered in an observation made by Zajonc (1968):

> One variation of the post-decision paradigm, however, involves the subject's discovery that his chosen alternative has some

> rather negative features only *after* he has made his choice. Dissonance theory, of course, predicts that the subject has in this case two (not mutually exclusive) avenues of dissonance resolution: he can minimize the negative features just discovered, or he can enhance the positive features of the chosen alternative. The paradigm is important because it sheds some light on the question whether reevaluation of choice alternatives is a matter of predecision conflict or post-decision dissonance. If the subject finds out after making a choice that the chosen object or course of action has undesirable consequences, and if, following such discovery, he *enhances* the attractiveness of the chosen alternative, one cannot possibly argue that the enhancement occurs in order to facilitate decisions and, hence, therefore the decision. (p. 368)

Paideia enables students to deal with post-decision alternatives and to access the possible impact of these decisions. Students are encouraged to personalize their observations. This approach allows each student to think about the selection process they employed to make their own decisions. The opportunity reconsiders alternative choices from a post-decision perspective is a strength of the Paideia approach, especially for the students served in the innercity.

"By selecting quality readings for discussion in seminars, students are exposed to major human decisions that utilize different alternatives to guide the process."

Too many students, especially minority innercity students, have too few experiences that provide them with broad exposure to diverse environments. This is especially the case for environments that offer few opportunities to gain fundamental knowledge associated with academic performance in school. Without this background of experience, these students are primarily dependent on schools to provide varied exposure using instructional activities. Even when the instruction offered is adequate and the materials used are appropriate, too many students do not have the background to relate to the information as offered. This problem of match results from the assumption that students bring certain kinds of skills, attitudes, and experiences that support learning in classroom settings using available instructional materials. When these students fail to respond as expected, too many teachers assume that the students are incapable of learning and thinking about high-level intellectual ideas and commonly experienced human problems. The method of teaching and the materials selected to teach often do not allow for the student to use the background experience they bring to school to learn new knowledge, concepts, and expand personal understanding of self and the surrounding world. Paideia is a method that provides an instructional approach using quality instructional materials that allow each student to use his/her experience background to gain new understanding of new ideas past and present expressed by others as a basis for forming a reality-based point of view. This reality-based point of view can be used as a foundation to guide their thinking and actions in any environment they encounter now and in the future.

The key idea of Paideia is to personalize knowledge by making it a realistic part of each child's personal experience. It seeks to take advantage of the physical, mental, and emotional experiences that define the lives of the children served. This approach sets out to diminish the gap between formal knowledge and personal experience. There is a concerted effort to teach each student *that formal knowledge evolves from the personal experiences of individuals.* Therefore, their personal experiences can be formal knowledge that parallels the formal knowledge presented in textbooks. For these children, formal knowledge becomes a useful tool in one's life within and outside the school setting.

"The advantage of Paideia's approach to the problem of helping these children learn is the fact that formal knowledge is now separated from life."

Since one of the prime objectives of the Paideia Program is to assist students in making decisions about personal choices, its approach places students in a position of having to decide about their thinking and actions on particular issues. The fundamental character of decisions makes for an ideal match with the instructional approach of Paideia. Based on an observation advanced by Zajonc (1968):

> . . . *every* decision is followed by dissonance of greater or lesser magnitude. Since decisions involve a selection of one among a set of alternatives, it necessarily entails forsaking the attractive features of rejected alternatives and accepting the negative features of selected alternatives. (p. 362)

In too many instances, urban children are socialized to make critical decisions without exploring the possible negative or positive impact of the alternatives that are evident though not readily apparent to them. They have few experiences in weighing the consequences of their actions in terms of personal impact in the present or in the future. Paideia attempts to assist these students to understand that every decision has negative and attractive consequences, and are event and time specific.

Since there are times when a current decision is made based on surface attractiveness (e.g., stealing hubcaps to earn money for attending a concert), the long-term negative consequences (e.g., the student is apprehended and punished which produces a police record that negatively affects his chance for a productive life). Paideia enables students to make decisions based on knowing and understanding the negative and attractive features of a decision past, present, and in the future. Students are encouraged to discuss and personally relate to how others have approached these kinds of decisions, what the people in the discussion group think about these kinds of decisions, and how they might make that kind of decision for themselves.

"The Paideia program also attempts to help students understand their social environments by using their perceptions more effectively."

While we have no way of knowing how each student will respond, we are confident that each student will think about the problem, know how others (past and present) think about the problem, and develop a point of view about the problem based on some notion of the negative and attractive features of a decision that is event and time specific. This is a skill and a process that should become a functional part of their future decision-making and personal behavior.

Observations, presented below, provide the theoretical underpinning this notion with the following assertion:

> Similarly, in perceiving the happenings of our social environment, we try to make sense out of the manifold proximal stimuli by focusing on the central unitary causal cores to which the surface events can be attributed. Such concepts of naive psychology as intention ("want") and ability ("can") are closely associated with the causal cores of our social perceptions. In

> social perception, as compared with physical perception, there is more likely to be distortion of the underlying causal core, for two reasons. First, the relevant social context (the surrounding field) of a given event is less likely to be represented in proximal stimuli which reflect a social event; and, second, the social mediating processes through which social events are often perceived are more likely to have idiosyncratic, distorting properties. (Deutsch, 1968, p. 461)

In too many instances, students (and many adults) make too much of their social perceptions in a literal sense which are subject to distortions. To reduce distortions of social perceptions, many stimuli must be associated with physical perceptions that enable students to match the appropriate proximal stimuli to the social event identified without attributing their observations to a single situation. The Paideia approach helps students to deal with their social perceptions as part of a broader learning experience that requires the inclusion of other views likely to draw out relevant physical perceptions. In this way, the Paideia approach prepares students to think about and subsequently deal with changes in the psychological and physical environmental experienced, past and present. This is viewed as the best preparation for shaping and understanding experiences in the future.

"The content selected, the questions posed, and the conduct of the seminar combine to take advantage of perceptual orientation of the students individually and collectively."

Cultural differences have a decided impact on the perceptions of students and how they learn. This is especially the case when urban students generally and African-American students specifically are considered. Paideia takes these cultural differences into account when "readings" are selected and "opening questions" are considered. To make the Paideia experience more meaningful and effective, cultural variables become an integral part of the planning and implementation. The theoretical basis for this approach is expressed in the following statement:

> To say that "cultural variables" may affect modally some aspects of perceptual responses observed in a human group is not very illuminating. In order to reach the level of testable hypotheses,

> specific variables must be selected within a wide cultural context, and their predicted effect on perceptual responses must be articulated. A review of the available literature suggests that these variables can be grouped into three categories: (1) functional salience, (2) familiarity, and (3) systems of communication employed in a culture.
>
> *Functional salience* refers to the fact that, because of certain ecological properties of the environment in which an individual lives, some discriminations become to him more important than others. . . .
>
> *Familiarity* . . . refers to the fact that individuals living in a culture *may* be exposed to types of human artifacts. (Tajfel, 1968, p. 359)

Inasmuch as the factors are unfamiliar to those living in another culture, the cultural variables grouped under *functional salience* and *familiarity* categories represent diverse experiences that provide the Paideia Program with perceptual variety necessary for an effective seminar. When students are provided the opportunity to include the specific environmental experiences that shape their vision (observations and attitudes) and selections of individual artifacts encountered, they bring a reality that make learning an integral part of their intellectual and personal development.

While *functional salience* and *familiarity* represent key cultural variables that facilitate the Paideia Seminar process, the third category represents the most important area because it deals with the use of language, some " . . . visual and auditory symbols, and the accepted modes of expression in art" as part of *systems of communication*. As has been observed, *systems of communication*,

> . . . all share some common characteristics: they often mediate between the individual and his surroundings, they may focus his attention on some aspects of his environment and deflect it from others, or they may impose idiosyncratic cultural classifications on the world in which he lives. (Tajfel, 1968, p. 359)

Students learn to use different systems of communication to explore a variety of possibilities along with the literal intent of the author, artist, or speaker to expand their personal experience and gain new

> **"Paideia is particularly adapted to use of language to describe, observe and interpret the environment, and relate the information to the readings used in the seminar."**

insights into the static and dynamic nature of the human spirit and experience. To that end, the Paideia Program fulfills the stated intent of education--to develop the intellectual skills, communicate relevant knowledge, teach students how to learn, create a positive attitude toward learning, and help students learn how to apply what was learned in real-life situations when it takes into account the cultural variables indicated under the three categories just discussed.

Establishing the Evaluability of Paideia Programs

One of the primary tasks facing the Paideia Program as it presently exists is the establishment of a collection approach for evaluating the impact of the program and specific changes that have occurred. To establish the evaluability of the Paideia Program, we expect to achieve the following results:

1. Identify factors that appear to influence how the program operates and the resulting effects of that operation.
2. Study and record the different patterns employed to conduct a seminar under varying conditions while observing the effects of each seminar on all participants.

Using these general categories as a starting point, data will be collected on program personnel, organizational structure, the psychological climate, the instructional pattern, the readings selected, and the context within which the program operates. The extent of detail sought in collecting the necessary data will vary in accord with the specific requirements of evaluation objectives for the program. Since many of the expected components of the Paideia program do not parallel many of the standard curriculum programs, our approach to evaluation will be treated as research.

Our approach to establishing the evaluability of the Paideia Program is to design a research approach to acquire useful information for planning and making the needed changes to insure the integrity of the program and to improve the effectiveness.

On Teaching Teachers Using the Paideia Program Format

For the past three summers, teachers at every level in the Chicago schools have participated in structure graduate level Paideia seminars. Many teachers have continued these graduate level seminars during the regular school year. Based on experience data, we have decided that learning to conduct effective Paideia seminars for students requires teachers to undergo a series of well-coordinated seminar experiences using a variety of readings selected to broaden and extend the range of coverage of each teacher. The seminar readings and topics are selected to provide a cumulative background and knowledge of ideas that expands the ability of teachers to lead Paideia seminars for the students they serve. The greater the variety of content areas covered, the number of experiences with key readings, and the diversity of seminar groups' experience combine to develop a rich foundation for each teacher to do a more effective job in instruction.

Preliminary observations of the behavior and reactions of teachers who have participated in five or more Paideia staff development graduate training seminars suggest that they have undergone a number of changes in their intellectual outlook and instructional approaches. While determining any specific changes in each teacher's instructional approach would be unlikely and difficult at best, the testimonies and reactions of teachers suggest that they have become keenly aware of key ideas and gained new insights into their own instructional practices. Teachers report that they learn to teach more effectively by reflecting on their own learning in the graduate Paideia seminar. They further believe that the Paideia graduate seminar provides an effective staff development process for any teacher even if they decide not to use the Paideia.

"In fact, the Paideia graduate program seminar serves as a staff development experience for teachers by making them reflective students."

In the coming years, the staff development component of the Paideia program will continue to focus on improving teachers as thinkers and learners as the basis for improving instruction. We think we will be able to demonstrate the student learning and teacher learning are closely related and an integral factor in making visible and observable improvements in instruction and measured achievement performance.

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The Paideia Program of Educational Reform

By
Dr. James C. Moses, Assistant Professor
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In June of 1988, Sullivan High School in Chicago graduated its first group of seniors who went through four full years of the school's innovative *Paideia Program.* As Sullivan's educational excellence program is now four years old, we might look back and make an assessment of the impact of the program on the Sullivan students of the nineteen-eighties.

History of the Paideia Program

The *Paideia Program* is one among several programs of educational reform pioneered in the past five years since the publication of the National Commission on Excellence in Education report, "A Nation at Risk," and its famous catch-phrase, "a rising tide of mediocrity," to describe the state of American public education (1983). Partly in response to those same conditions, Dr. Mortimer Adler, of the Institute for Philosophical Research in Chicago, set forth his educational manifesto, The *Paideia* Proposal, in 1982. Adler's proposed solution to the current problems in the schools did not lie primarily in new advances in technology, new sources of funding, or political re-structuring of the system, even though he considered these factors to be important. Instead, Adler focused on what goes on in the classroom between teacher and pupil, and in an effort to enhance that teacher-pupil interaction, Adler reached back in history to bring forth a teaching method first utilized by the Greek philosopher Socrates.

The truly wise person is the one who asks questions and listens to a variety of opinions and views.

Socrates did not conduct classes within the four walls of a school room. He went into the streets and open porches of the public buildings in quest of listeners for his philosophy. His message was simple but subtle: truth lies in questioning conventional wisdom, not accepting it. The Socratic method of teaching differed radically from the methods of the traditional schools, in that Socrates did not dispense facts to his followers in the form of names, dates, places, facts, formulae, and figures. Instead, he asked his students what they thought of the facts and figures. And he listened.

The Socratic method of teaching, as envisioned by Mortimer Adler, attempts to provide a context in which the student is invited to explore the many meanings of the subject matter as well as the details. The method is predicated on the belief that, given the opportunity to discuss alternate meanings in depth, the student will master the details of the subject as a matter of course. Naturally, the introduction of such an old/new teaching method into a modern urban high school required intensive planning, extensive training of faculty, and careful design of what is to be learned by way of data and what is to be learned by way of discussion. This process has recently been described in detail by Dr. Robert Brazil, principal at Sullivan, in *The Engineering of the Paideia Proposal* (1988).

Requirements for Success

Dr. Brazil's book provides an outline for future administrators who wish to implement the *Paideia Program* in their schools. Two dimensions of the program emerge as crucial: the commitment of the building principal to the innovation, and the choice of faculty members who are attuned to the spirit of the new venture and willing to work very hard to make it succeed. At Sullivan the *Paideia Program* was given tremendous impetus by the principal, not only because of his support of the program, but because of Dr. Brazil's concept of his own role as principal to be the instructional and intellectual leader of the school. According to Kathy Ruffalo, Sullivan's *Paideia* coordinator, "The program has succeeded because we have a principal who not only tolerates the innovation, but who is deeply committed to its success." (1988)

The second key to success was the selection of teachers who were attracted to the new method and were willing to put in the many hours of trial and error needed to perfect their new skills. Sullivan's administrators were given permission to request of the central office specific teachers in the system on the basis of demonstrated expertise in the Socratic method. Readers familiar with the research on "effective schools" will recognize two elements deemed crucial for the success of educational reform: commitment of the building administrator and some decision- making discretion in personnel matters on the part of local authorities.

Description of the Paideia Program

For Sullivan's class of 1988, what has the high school experience been under the *Paideia Program*, and what have been some of the results? The salient feature of the academic program has been the requirement of five major subjects each year. Every *Paideia* student has had four years of English, four years of Math, four years of Science, four years of History, and four years of a foreign language. In addition, course work was required in Computer Science, Art, Music and Typing; and electives were offered in Journalism, Dance, Band and in business courses such as Bookkeeping and Accounting.

This quantity of course work taken by the *Paideia* students was significantly larger than the average load which a high school student in Chicago takes, and certainly included much more than the requirements for mere graduation. To appreciate this aspect fully, it is necessary to look again at the *Paideia* manifesto and examine closely the columns of learning set forth by Mortimer Adler. In adapting the Socratic method to the modern classroom, Adler divides the objectives for the twentieth century student into three columns: first, the acquisition of organized knowledge; second, the development of intellectual skills; and third, enlarged understanding of ideas and values (Adler, 23).

"The acquisition of organized knowledge" is the part of Adler's outline most familiar to the average person. This includes what most of us experienced in high school and college: lectures and discussions about language, literature and the arts, as well as the mathematical, physical and social sciences. In describing column one learning, Adler emphasizes the importance of traditional "didactic" education as the starting point of the modern curriculum--but only that, the starting point.

In column two, Adler describes the "development of intellectual skills" as coaching exercises and supervised practice in reading, writing, speaking, listening, calculating, problem solving, observing and measuring, and--most crucial--exercising critical judgment.

But even more than the quantity, what set the *Paideia Program* apart was the teaching methodology employed.

Adler points out that the subject matter of column one and of column two may be the same, for example language arts or mathematics. But while didactic instruction imparts knowledge about mathematics and language, coaching and supervised practice aim at imparting know-how, that is, skilled performance in doing computation and using language effectively. Adler is insistent that in column two learning, the teacher can not use traditional methods of lecture and discussion. Supervised practice is more akin to the activity of the athletic coach who " . . . trains by helping the learner to do, to go through the right motions, and to organize a sequence of acts in a correct fashion." (Adler, 27).

The teaching method appropriate for column three which Adler calls "maieutic of Socratic questioning" presents the most difficult challenge for the modern day teacher. Adler's term "maieutic" is derived from the Greek maieutikos, which means "midwifery." This mode of teaching, Adler explains, helps the student to "bring ideas to birth." This is teaching, he adds, "by asking questions, by leading discussions, by helping students to raise their minds from a state of understanding or appreciating less to a state of understanding or appreciating more" (Adler: 29). This form of teaching is the most difficult to integrate into a modern school, because it challenges some of the most entrenched elements of the structure of our schools, for example the grading system. If in discussion, for instance, a student seems to "appreciate or understand more," should that student receive a higher grade than a student who worked just as hard, answered all the questions, did all the assignments, but did not appear to "appreciate or understand more?"

Despite these ambiguities, it is clear that the teacher's activity in the *Paideia Program* is one of expanded vision and new roles: the instructor is no longer simply a lecturer, but now also a mentor and coach developing specific skills, and a "midwife" assisting young intellects in bringing forth new ideas. It was this ambitious vision upon which the faculty of Sullivan embarked in the Fall of 1984. Class schedules were altered to include times for coaching and practice; class periods were doubled in some cases to provide more time for lab work and maieutic discussion. Rooms were re-designed for either lecture, practice areas, or seminars; new equipment was brought in, in the form of computer labs, piano labs, and science apparatus. How did this new kind of high school experience affect the class of 1988? And what preliminary assessment may now be made of the innovative program? Here is what some of the people of Sullivan say.

Student Reactions

Students who went through high school under the *Paideia* system at Sullivan report a high level of satisfaction with the program and a high level of ambition for college. "I think that learning occurs at a faster rate if students discuss ideas and bring practical problems facing society into these discussions. . . . I think the program is truly a success because I have learned to apply myself to solving practical problems," said Mazhar Mahiuddin. "The curriculum is very tough," he continued, "getting through five majors every year is nerve-racking at times. But if you make it through this program, I think you will be truly rewarded."

"Now in my senior year, I realize how great it was to have enrolled in the *Paideia Program*," said Julius Tabang, "the program has improved my communication with other people because of the seminars in which we discuss and advocate our ideas to others. Communication is the key to success."

"This program provides us with a higher educational level," said another senior, "*Paideia* students are now taking at least one Advanced Placement class, which is at the college level. We get used to long hours of study: most of us spend four to five hours studying nightly, and I think that this may help very much in our college years to come."

Casey Gallup is a Sullivan senior who began in the *Paideia* section, then dropped back into the regular program. "There are times when I wish I had stayed in *Paideia*," said Casey, "I got attention and extra help, and my performance was better when I was in the program."

Results of the Paideia Program

But the test of any innovation is not simply whether it helped a select group of students, but whether the program raised the overall academic tone and achievement of the whole school. Or, as a Sullivan senior put it, "How does the school justify the extra resources, time and facilities spent on a particular group within the school?" Kathy Ruffalo, *Paideia* coordinator at Sullivan, firmly believes that the presence of the program has produced a concomitant "glow" effect in raising the total school's climate for learning. She points to the all-school seminars, held four times a year, in which all the students get a chance to take part in Socratic seminars. Also, enrichment seminars are offered to all students on a voluntary basis. The enrichment seminars require that the student read and discuss extra books besides those assigned in class. Plutarch's Lycurgus, Remarque's *All Quiet on the Western Front*, Fitzgerald's *The Great Gatsby*, and Sinclair's *The Jungle* are a few of the books on the enrichment reading list. Students can receive points toward their mark in Social Studies or Literature for works read and debated in the enrichment seminars.

Instructors find themselves lecturing less and listening more, harking more closely to student views, and encouraging the expression of divergent interpretations.

Another "spillover effect" Ruffalo described is that teachers apply the techniques of the Socratic method in the classes in the regular curriculum. Moreover, teachers exchange more comments on teaching successes and failures. They are more open to constructive criticism of their classes from their peers, and yes, from students and parents as well.

The "glow" effect of the *Paideia Program* was highlighted in the recent publication of the results of the Tests of Aptitude and Proficiency, TAP tests, administered each year to all Chicago public school students. The figure below shows the percentile gains by the whole Sullivan class of 1988, in six academic and skill areas, between their freshman and sophomore years, and between their junior and senior years. These results are particularly impressive in view of the fact that a two percentile gain for a class is considered excellent over one year. The five percentile Reading gain and the fourteen percentile

Math gain are outstanding indicators of student success, which substantiate the view of Dr. Adler and of Dr. Brazil, that the longer a student perseveres in the *Paideia Program*, the more dramatic will be the improvement of learning (Brazil: Interview, 1988).

Lynette Fu, assistant principal at Sullivan, points out the steady growth of the *Paideia Program*. Two full sections approximately seventy-five students, began as *Paideia* freshmen in 1984. Thirty-eight remained in the program to graduate as seniors in 1988. The class of 1989 also has two full sections in *Paideia*, and the class of1990 and of 1991 each have three full divisions in *Paideia*. "In 1987-88 we had 260 *Paideia* students," said Miss Fu, "and with the incoming freshmen, we have over 300 of the 1988-1989 school year."

Figure 1. Sullivan High School, Class of 1988

TESTS OF ACHIEVEMENT AND PROFICIENCY CHICAGO BOARD OF EDUCATION

SUBTEST	Mean Gain Between 9th and 10th Grade (Percentiles)	Mean Gain Between 11th and 12th Grade (Percentiles)
READING	2	5
MATH	4	14
WRITTEN EXPRESSION	–	3
USING SOURCES OF INFORMATION	7	6
SOCIAL STUDIES	2	5
SCIENCE	6	5

(Courtesy of Dr. Robert Brazil, principal)

Note. Percentile gains in six academic and skill areas between 1984-85 to 1985-86, and between 1986-87 and 1987-88. TAP Tests: Chicago Board of Education.

The Future

Future hopes for the *Paideia Program* include sharing with other schools and more community involvement. Dr. Robert Brazil points to the development of Sullivan's staff over the four years of the

Paideia Program. "Every summer our faculty has sent representatives to St. John College in New Mexico for special training in teaching skills and in the deepening of academic background," said Brazil. "We are now at the point where several of our teachers have acquired facility in the Socratic method and are beginning to share this expertise with teachers from other schools."

The school hopes to help parents not only to understand the students' program better, but also to extend their own educational horizons.

Future expansion of the program will include not only the inter-school sharing, but also the formation of parent group seminars. Parents of *Paideia* students and prospective students will be invited to the school to participate in the same Socratic seminars which their children experience. "At Sullivan we hope to bring the resources of the school to the service of the community." The *Paideia Program* has been the vehicle by which the school has begun to spread excitement about learning to teachers, students, parents, and the public.

As Sullivan's first *Paideia* class graduated in June of 1988, the seniors looked forward to continuing their schooling in colleges and universities, for which they feel the *Paideia* discipline has prepared them adequately. The faculty and administrators looked back on four years of hard work in planning and implementing an educational innovation which only now is beginning to pay dividends. The school now looks to maintaining the heightened climate for learning which has been created in the school, and anticipates a new role in offering to expand its service to colleagues in other schools and to their neighbors in the community.

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The Program

The Engineering of the Paideia Program
by
Dr. Robert D. Brazil, Principal
Chicago Sullivan High School

Abstract

More than thirty years ago, Mortimer J. Adler had an idea of how students should be taught. His scheme was called "The Paideia Proposal," which in Greek translates to "the upbringing of the child." The implementation is now coming to fruition at scattered sites throughout the country. Its rebirth is a reality probably because of a renewed effort by Adler and his Paideia Group and the publication of three books by Adler published since 1982: *The Paideia Proposal: An Educational Manifesto, Paideia Problems and Possibilities* and *The Paideia Program: An Educational Syllabus.*

The Paideia Proposal calls for a three dimensional program to prepare youngsters for earning a living, preparing for the duties of a citizen in a democracy and preparing them for continued learning throughout life.

The core curriculum would include language, literature, fine arts, mathematics, natural science, history, reading, writing, calculating, speaking and thinking.

This core of general knowledge would be delivered by three types of teaching and learning: didactic teaching which is lecturing or telling, coaching which is supervised practice, and Socratic questioning or guided discussion.

Sullivan High School in Chicago, Illinois introduced this unique concept in the fall of 1984 for entering freshmen and some sophomores, juniors and seniors. Students were required to sit for writing samples and an assessment for placement. Faculty was required to undergo retraining at the University of Chicago and St. John's College in Santa Fe, New Mexico. New faculty was then interviewed for acceptance into this program from Chicago's 27,000 teachers.

This program, whose unique features at Sullivan are a four-year block of English, mathematics, science, social studies and a foreign

language, is the Education Program of the Future. Students are taught didactically, in double period Socratic seminars and direct coaching during non-lab periods. This basic offering is augmented by band, guitar, piano laboratory, art, aerobics and dance classes led by professionals. The most unusual activity is the all school seminar in which all students are divided into fifty groups of twenty each and discuss the same reading at the same time led by the principal, visiting professors and consultants, faculty, assistant principals and all ancillary staff. It takes place bimonthly and the readings, Machiavelli's, *The Prince*, *The Declaration of Independence*, Richard Wright's *Black Voices*, and Dr. Martin Luther King's *Letter From the Birmingham Jail* were well received in the first year.

The goal of this program is to make it available to children from kindergarten through the twelfth grade. It's possibilities are realistic, attainable, and deserves its description of "**bold manifesto for the 1990's**."

CHAPTER ONE

Thoughts on Paideia

> "What a person thinks on his own, without being stimulated by the thought of other people is even in the best case rather paltry and monotonous."
>
> --Albert Einstein

The first time I was asked to think about a training manual, I was totally against it. Conducting seminars had to do with asking an opening question of the group who had completed a reading, then allowing the discussion to take its own direction. Of course, the teacher or primary participant has to direct the group when the conversation gets off the topic by having a nonactive participant read a meaningful paragraph or two, request support or rebuttals for unclear comments and not try to summarize or reach closure. After all, why should learning stop when the bell rings.

The basic thrust of this dialogue will be to discuss the more successful means of providing inservice training for anyone who wants to learn to lead Socratic seminars. It is not just for teachers. How many times have you attended a conference and was handed all reading material at check-in time. You probably scanned meal and meeting times and listened to lectures (most were boring). Every minute of your time was accounted for from 9:00 a.m. until 10:00 p.m. with no scheduled toilet breaks. What did you do with all those handouts? Do you remember? Only the most dynamic speakers, many nationally known are remembered. The others fade quickly away. The aforementioned conference cost several hundred dollars to attend and you have to travel to get there. What about the local inservice days? Have you noticed how many emergencies arise on that day? So many teachers become ill, or have to attend an important function, or they schedule their doctor or dentist for an appointment that cannot be cancelled. What good is it if few want to be there?

They are necessary and they shouldn't have to be a bore.

- I sincerely believe that students learn better when their teachers learn with them.
- The idea of a teacher entering our profession, submitting a year's lesson plans, then repeating the process by teaching the same class over and over until retirement should not be taking place.
- The idea of students participating in a given lesson about 1-2% of the time while the teacher lectures on and on shouldn't be happening. But it does most of the time.
- Mimeographed papers should not be a substitute for a lesson or subject matter in the class. The best that this can do is reinforce what has been recently taught in an interesting discussion.
- Teachers can't teach students. Children are like plants that must be nurtured and assisted; they have to learn for themselves. Teachers can better assist by learning with the class and sharing the benefits of their experiences with the class.

So much for the author's philosophy. This manual is being written to bridge the gap between reaching individual educators and implementing an inservice style geared to The Engineering of the Paideia Proposal.

- Every participant should read and prepare to actively. take part before the conference or inservice.
- The written material should not have one dull point of view.
- The material should have profound meaning, such as, Dr. Martin Luther King's "Letter from the Birmingham Jail" or "The Apology" by Plato.
- Inconsistencies which are discussable should be brought out, to be supported or refuted by participants.
- Participants must be willing to read, discuss, and listen in order to learn.
- It is likely that if you read a difficult book and shared it with other participants, your knowledge of the reading will increase from approximately 40% to a comfortable 80%. Additional reading and understanding should follow.

- If you've read the material before, don't use the same text. Use a fresh copy.
- Do participate in the discussion. Don't be such a dullard.
- Textbook publishers should not determine our curriculum.
- Try this. Don't read or have the class read the introduction or allow anything from the introduction to be used. Students will try to remember what the author felt, not how the students should be thinking. Simply begin discussion after everyone has completed the reading. Read the introduction afterward.

Opening Questions

The teacher begins the seminar with an appropriate opening question, a genuine question to which the teacher does not have as yet a satisfactory answer. The question must be an open one, one to which there is no one answer. Often the question may be about something that interests or bothers the seminar leader; for example, a problem, paradox, or contradiction. Or the question may derive from a particular key passage, a touchstone which is central to the entire work.

"What is essential is that the questions lead the students into the text, not away from it, encouraging inquiry, not closing it."

Students should be encouraged to come to class with a question about the text. These questions may be used at the opening of class as a way of beginning a seminar or they may be included during a seminar. It is important to remember that there are many good opening questions. The teacher will discover through thoughtful reading and examination of the text the various strains of thought within the text.

1. Don't attempt to summarize and reach closure.
2. Tighten the Socratic square.
3. Be aware that poems and paintings are more difficult to discuss.
4. Assess your seminar by student participation.
5. Have students talk to each other. You should not be the object of every student's attention.

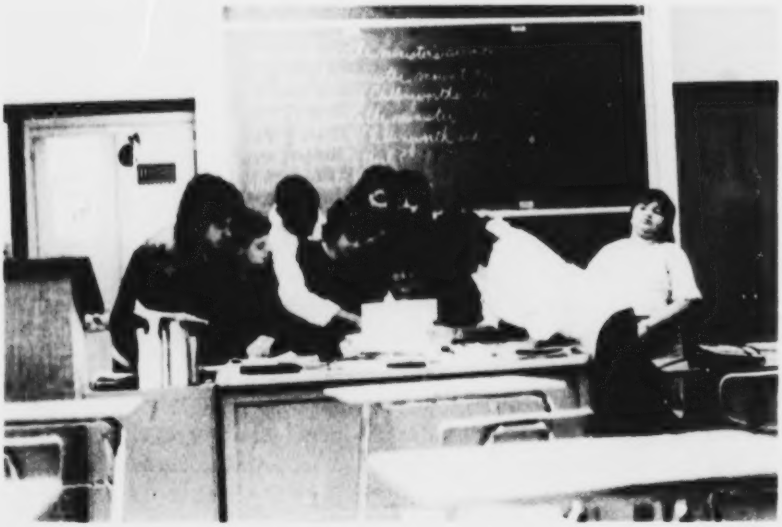
6. A seminar is not a lecture in a Socratic square.
7. Ask questions based on their responses, not on your structured lesson plans. Work hard to make them tell you what they have read.
8. Look for contradictions within the readings. If you're unsuccessful, find other readings which contradict this one. (*The Prince*, "The Secret Sharer").
9. Evaluate students within last two minutes of seminar, not during.
10. Don't answer every question, try to get others to do it.
11. Some readings which require very close reading are more suitable for tutorials.
12. Go around the circle with a major answerable question to promote participation.
13. Slow down. Tolerate silence. Wait for answers that may never come.
14. Use a novel and break it down into three or four seminar discussions per semester or school year.

IN SEMINAR THE STUDENT....

Asks questions about what is read
Pauses and thinks before answering
Gives opinions and states them clearly
Makes judgments and defends them
Explains how a problem is solved
Explains how he/she arrived at an answer
Finds evidence from the text to support statements and opinions
Provides relevant examples from experience to support arguments
Listens to others state their ideas
Questions others' opinions
Asks for clarification
Offers help when classmates do not understand
Uses more than one idea at a time
Follows the line of inquiry in the text and discussion
Restates or reconstructs an argument
Keeps mind open to opinions different from his or her own
Makes predictions; projects what might happen
Searches for relationships
Is willing to change an opinion with the addition of more information or for compelling reasons.

When Peggy Miller-Kramer was asked to write an article for the *Paideia Bulletin*, I was very pleased. When she and I discussed what she had written, I wished that every teacher could feel that way about their chosen field of endeavor. Faculty conversations, including the principal, are different when you're all reading a great work in common and many of you are sharing the experience. I think that Mrs. Miller-Kramer spoke for many of us:

"What is it like teaching Paideia? I have never really thought about being a 'Paideia' teacher, but upon reflection, it is indeed very different from normal classroom teaching; more exciting and stimulating. For me, it means conducting an eighty-minute seminar each week in addition to teaching four traditional classes. I enjoy the wonderful quality of the seminar's exchange of ideas between teacher and students, facilitated by facing one another in a circle, that normal classroom teaching does not encourage."



Peggy Miller Kramer speaks with her students after a seminar.

"The seminar is the most important part of the Paideia experience. Most seminars are based on classical texts, and the text becomes a participant in the discussion, with the students and the teacher looking to it as a way of defining values. Often the discussion uncovers questions for which there are no answers; this, in turn, leads to more questions."

"Once the format of the seminar is established--this takes about three seminars to do--the students feel able to tell you what they think and to listen to what the other students and the teacher have to say. They also challenge what you and their fellow students say, which encourage all participants to articulate their thoughts accurately. And they are *thinking*."

"Let me give you an example. I was teaching *The Tempest* to sophomores in preparation for a production of it they were to see at the Goodman Theatre. Afterwards we discussed not only the text but also the production in a seminar. The character of Caliban was scantily clothed in the play and one student said Shakespeare would not have liked that. Another of my students strongly disagreed. He said he felt that since Shakespeare emphasized Caliban's beastliness, in contrast to the spirituality of Ariel, and since beasts are not clothed, the costuming of Caliban only enhanced Shakespeare's original intent."

"I had to agree with the second student, whose argument convinced the first student as well. Yet I had never thought of that point before. For a teacher, there is always something new to be learned from this exchange of ideas with and among one's students. They look at things in a fresh way."

"The Paideia experience has affected my other classes as well. I find that I am much more interested in the ideas of my other students, and I try to get them to discuss those ideas with each other and me. They aren't as adept at it as the Paideia students (they have trouble listening to what the other person is saying), but they do become more open about taking a chance and expressing their opinions. The class, I think, becomes more interesting because students are not passive, but actively engaged in learning."

"This need to keep an open mind, to be receptive to the opinions of others is one of the benefits of Paideia."

"Being a Paideia teacher is definitely a positive experience for me. It is a lot more work than conventional teaching, but then true Socratic thinking and questioning always are. Fortunately, it has its own rewards built in."---*Peggy Miller Kramer, teacher, Sullivan H.S., Chicago, IL.*

My feelings have remained steadfast since the following letter appeared in *The Engineering of the Paideia Proposal.* Re-reading what took place in the earlier years enabled me, with a great amount of assistance from faculty, to plan how I felt teachers should be introduced to professional development. Sometimes I felt I was moving too quickly, but my ultimate goals remained the same. Make the school a pleasant place to learn and grow for students and teachers alike.

"Administration is done in gray, not black or white."

The Sullivan High School Paideia Program
"In Retrospect"
March 16, 1987

Since the Paideia Program began at Sullivan High School in 1984, it has moved to a stage where I can take an objective look at what has actually taken place.

The regular weekly double period seminar is effective. It forces communication between teacher and student where before there was little discussion on the students' part. It also allows the principal to see students as a teacher does. When a novel is introduced into the classroom seminar, it enables the principal to sit with the class, compare readings from other classes, and for three to four weeks, get to know the students and their abilities.

The all-school seminar, an activity which involves every student and teacher at Sullivan in this approach, is very successful. It can be well utilized in elementary grades 4-8 and high schools up to 1400-1500 in population.

The enrichment seminar was introduced in the spring of 1986. It is similar to the all-school seminar because any student may participate. It is dissimilar because it is voluntary, whereas the all-school seminar is mandatory for everyone. A synopsis of a book chosen by an English, history, or science teacher is placed on the library door. The student may choose to read the book and discuss it in seminar one month later with the principal and cooperating teachers for history or English credit.

There are some difficulties. Students in the program as juniors and seniors have much more experience than in-coming teachers. It is still difficult to get teachers out of a timetable mentality, that is, "I'm not covering enough material. I need those two periods." Teachers still talk too much and attempt to reach "closure." They'll ask a question. Then, answer it immediately. It makes them nervous not to have all the answers and to have students support or rebut other students. Lastly, evaluation and involving all students is difficult.

However, in spite of the difficulties, I feel reborn. I've learned more this year (1986-03/87) than any other, including graduate school, because of the active learning experience of reading, interacting with faculty and students, and discussing it in seminars. A major change came with the restructuring of the entire school into a Paideia institution. I had to redefine student categories. PAIDEIA IMPACT was the term used for students who were interviewed and were required to assume a study-course load beyond what was given to regular secondary students in the Chicago Public Schools. This group was interviewed, and was scheduled for English, history, math, science, a foreign language, and electives of art, music, guitar, piano lab, physical education, and interscholastic athletics.

The second group took what other CPS students had in other schools, with the exception that they had to take an English-history combination of three periods per day with an interfaced socratic seminar in each subject weekly with coaching built into their regular schedules and eliminating study periods which had not been very successful in Chicago Public Schools. Their science and math classes were organized in the same way with a seminar introduced once monthly in science, and whenever the teacher felt the need in math. Other collaborative seminars took place in music, art, foreign language, history, and in other areas of which I never would have dreamed. Teachers are remarkable when you challenge them to think.

The third group was organized in the exact same pattern as the Paideia Impact group. The only difference was their grade levels. They were seventh and eighth graders in the PAIDEIA PREPARATION PROGRAM. There were four sections of these students, and they fit so well into what we were doing that the 7-12th grade concept was written into Central Office city-wide goals and replicated throughout Chicago.

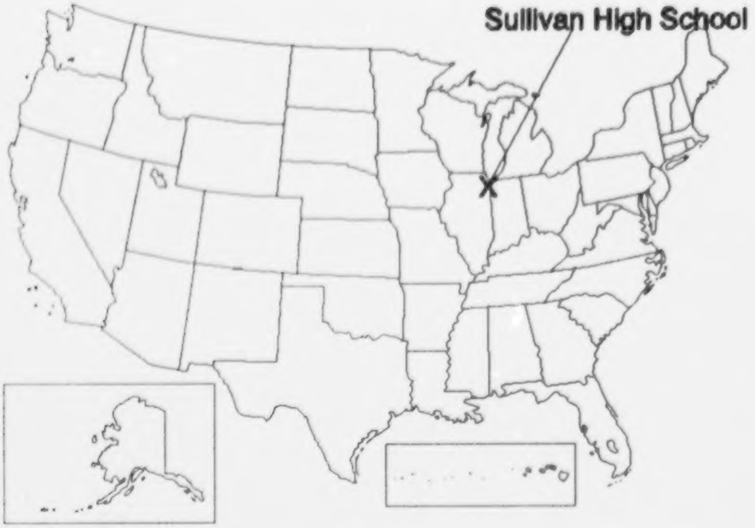
I had asked some faculty members what they thought my goals should be for the immediate future. I only asked for one or two suggestions. What I received was concise, and it was something that I felt we could collectively put our energies into for the next four years, at least.

Identification of needs for an Inservice Program at Sullivan High School:

1. Development of a sequential curriculum for six academic subject areas which identifies skills and teaching strategies for seminars.
2. Development of a curriculum which articulates common themes for American Literature and U.S. History as well as European Literature and Modern World History.
3. Development of a curriculum which identifies seminar readings for an articulated curriculum with mathematics and science.
4. Development of a curriculum which identifies seminar readings for a sequential language program.
5. Development of a curriculum which analyzes available computer software for the ACT, SAT, PSAT examinations for five academic subject areas.
6. Development of a library project which identifies research tools and suitable materials for an in-depth term paper for six academic subject areas.
7. Development of a vocabulary program for seminar readings whose diction presents a stumbling block to students.
8. Exploration of a curriculum of non-canonical texts for seminar teachers for documents, minority authors and Biblical literature.
9. Development of a writing program which identifies skills for each year and level for four academic subject areas.
10. Evaluation of five standardized reading tests for use in the diagnosis of high school reading problems.
11. Development of a curriculum for four years which identifies the skills needed to complete the Advanced Placement examination in five subject areas.

I never have to research for materials alone. Colleagues constantly drop articles on my desk or mail items to me that I never would have seen.

Hopefully, this introductory chapter will serve to keep us on course as we discuss the various methods of Paideia type inservices which require much more than the presence of the teacher. It demands full attention with interaction. Many times while leading a seminar of students, I felt like a traffic policeman in a busy intersection. In addition, remembering names (use index-card name plates for students) and what someone said ten to fifteen minutes ago, in relation to what's being discussed right now, will keep your mind very active.



CHAPTER TWO

Development of Personnel

There is little argument about where the ultimate inservice for teachers takes place. The summer graduate institute at St. John's College has no peer. Divided into two evening seminars, four shorter tutorial classes and several intermediate length preceptorial classes featuring The Great Books and seven to ten hours of daily reading leaves little time for idle chatter. The reward for participation is engaging in conversation with great minds and reading Plato, Aristotle, Hobbes, Machiavelli, and others. Have you ever thought about what it would be like to read the Bible as literature using many different Bibles and discussing the Books of "Genesis," "Exodus," "John," and "Job" with priests, protestant ministers, atheists and lay persons? It is challenging and very rewarding.

Evaluation of each seminar is difficult. Evaluation of a series of seminars is even more involved. The preceptorials at St. John's require a thirty-page term paper (to be written), tutorials, four or five very short papers, and the seminars require no writing but a discussion with your two tutors for two hours on your readings and a few central questions. Is there any relationship between Hobbes, Locke, and Rosseau on slavery? Property? A state of nature? Women's rights or parental guidance?

In the course at St. John's College, the curriculum is divided into segments: politics and society, literature, philosophy, history and theology, and mathematics and natural science. While the segments are organized thematically, conversations in the classroom range widely over the material. The tutors must have more than a passing acquaintance with seminar works in all the major areas represented in the program. They encourage discussion of the ideas that intersect the various disciplines. Students, too, must study all four segments of the curriculum in order to earn a master's degree, although some transfer of credit is permitted. Students may take these segments in any order, although they customarily begin with literature or with politics and society.

The material in each segment is organized into three kinds of classes with differing structures: the seminar, tutorial, and preceptorial. Sixteen to twenty students are led jointly by two tutors in the seminars, which are held twice a week for two hours each.

Because the reading assignments are fairly long, the discussions usually range over the larger issues raised in the text. In addition to the regular sessions, each student meets with both tutors for a half-hour examination over the ideas raised by the books. Students and tutors alike value this formal occasion for further conversation.

The tutorial, with twelve to sixteen students is led by a single tutor. It is the place for close analysis of shorter readings. In the tutorial, the tutor more actively shapes the discussion than in the seminar. But as in the seminar, the discussion willingly considers many different points of view. Several short essays are often written by students for the tutorial.

The third kind of class is called the preceptorial. It is the closest thing to an elective offered in the graduate institute. The preceptorial provides a student the opportunity to study a single text, author, or theme in some depth. Out of this intensive work the student's major essay is produced. The preceptorial essays for all four segments as a whole are conceived to take the place of the traditional master's thesis. Topics for preceptorials change from year to year depending on the interests of the tutors and the needs of the students and the college.

The special names, "seminar," "tutorial," and "preceptorial," suggest the different kings of engagement that characterize these classes. They also remind one that there are no "courses" at St. John's. Students in a particular segment participate in all of these three interrelated classes during the same session.

> **"The most profound effect upon teachers, both personally and professionally, springs from their full engagement in the intellectual life as learners themselves."**

Teachers who study in the institute are not always able to use the materials they have studied directly in their classrooms, although many do. Nor are they armed by the institute with a new array of teaching "methods," although many find that they hear students more fully and rely more heavily on teaching through dialogue when they return to their classrooms. The most profound effect upon teachers, both personally and professionally, springs from their full engagement in the intellectual life as learners themselves. The legacy they carry back to their lives and classrooms is rich in often surprising ways.

On May 10, 1984, Chicago Public Schools and St. John's College instituted spring/summer programs for teachers who were unable to attend St. John's.

We teachers had no idea what we were in for. I had taken philosophy courses before in college. The professor lectured, I took notes and watched for hints of what the instructor felt was important. I underlined, took the exam, and forgot almost everything. But like so many of us who are successful in advanced studies, I could memorize reams of notes. I may not have learned very much, but my grades were excellent.

Figure 1. The Curriculum, LITERATURE

SEMINAR:
Homer, *Iliad, Odyssey*
Aeschylus, *Agamemnon, Choephoroe, Eumenides*
Sophocles, *Antigone, Oedipus Rex, Oedipus at Colonus*
Euripides, *Medea, Bacchae*
Plato, *Symposium*
TUTORIAL:
Chaucer, *Canterbury Tales* (some parts omitted)
Shakespeare, *King Lear*
Aristotle, *Pietics*
Selected lyric poetry in English
PRECEPTORIALS (samples):
Cervantes, *Don Quixote*
Dante, *The Divine Comedy*
Joyce, *Ulysses*
Dostoyevsky, *The Brothers Karamazov*
Shakespeare, *Hamlet*
Virgil, *Aeneid*
Eliot, *Middlemarch*

Figure 2. The Curriculum, PHILOSOPHY AND THEOLOGY

SEMINAR:
Plato, *Phaedo*
Genesis, Exodus, Job, Matthew, John, Romans
Augustine, *Confessions**
Aquinas, *Summa Theologiae**
Kierkegaard, *Philosophical Fragments*

TUTORIAL:
Plato, *Meno*
Aristotle, *Metaphysics**
Descartes, *Meditations*
Hume, *Treatise of Human Nature*
Kant, *Prolegomena to Any Future Metaphysics*
Nietzsche, *Beyond Good and Evil*

PRECEPTORIALS (samples):
Presocratic Philosophy
Spinoza, *Ethics*
Pascal, *Pensees*
Kant, *Critique of Pure Reason*
Wittgenstein, *Philosophical Investigations*
Nietzsche, *Thus Spake Zarathustra*

*some parts omitted

Figure 3. The Curriculum, POLITICS AND SOCIETY

SEMINAR:
Plutarch, *Lives of Lycurgus & Solon*
Plato, *Republic*
Aristotle, *Politics**
Machiavelli, *The Prince*
Hobbes, *Leviathan**
Locke, *Second Treatise of Civil Government*
Rousseau, *On the Origins of Inequality*
Marx, *1844 Manuscripts*

TUTORIAL:
Aristotle, *Nicomachean Ethics**
Aquinas, *Treatise on Law*
Kant, *Fundamental Principles of the Metaphysics of Morals*
Hamilton, Jay, Madison, *The Federalist Papers**
Tocqueville, *Democracy in America**
Selected U.S. Supreme Court Decisions

PRECEPTORIALS (samples):
Montesquietu, *The Spirit of the Laws*
Smith, *Wealth of Nations*
Marx, *Capital*
Thucydides, *Peloponnesian War*

*some parts omitted

Figure 4. The Curriculum, MATHEMATICS AND NATURAL SCIENCE

SEMINAR:
Lucretius, *On the Nature of Things*
Plato, *Timaeus*
Aristotle, *Physics**
Galileo, *The Two Chief World Systems**
Darwin, *Origin of Species**
James, *Psychology, a Briefer Course**

TUTORIAL:
Euclid, *Elements*, Book 1
Lobachevski, *Theory of Parallels*

PRECEPTORIALS (samples):
Ptolemy, *The Almagest**
Lavoisier, *Elements of Chemistry*
Galen, *On the Natural Faculties*
William Harvey, *Circulation of the Blood*
Readings and Laboratories on Cell Theory
Ethology
Observational Astronomy

*some parts omitted

> **"The notes of the lecturer are passed on to the notes of the listener without passing through the mind of either."**
> **----Mortimer J. Adler, The American Congress Hotel, May 21, 1989. Chicago, IL**

The seminar that was most memorable was led by Stephen Van Luchene, Director of the Graduate Institute at St. John's College in Santa Fe, New Mexico. These were spring seminars meant to precede and prepare those of us who were going to St. John's and those who would attend the Summer Institute at the University of Chicago.[1] Dr. Van Luchene asked an opening question relating to slavery as part of a universal natural pattern from Aristotle's, *The Politics*. The group became aggressive, a little disoriented and verbally attacked each other. I could see that Dr. Van Luchene was not accustomed to this reaction, and I later discovered that difficult questions at St. John's were handled with more thought after lengthy reading and meaningful dialogue and rarely with such hostility.

After five years and many seminars later, it came to me that teachers don't discuss great ideas with each other. In high school, they're separated by departments and individual disciplines. Facing each other with a common text and asked to verbally support their positions was frightening. The tutor was not asking for opinions about school boards, administrators, the public, parents, students, discipline and non-support of teachers. He wanted to know what each participant thought about a different reading, and he listened for fruitful explanations. It was unnerving. However, a new adventure had begun for all of us.

This Chicago Summer Institute was organized and implemented by Paideia Coordinator, Lynn Stinnette:

MEMO

To Paideia Program Principal Date May 10, 1984
From Ms. Lynn A. Stinnette
Subject Chicago Summer Institute for Paideia Program

Please have participating teachers in your school sign-up for Summer Institute A or B. Please recall that there are numerous constraints within which we must work to devise a feasible plan for the Institute. Therefore, please urge teachers to do everything they can to be available for *one* of these institutes.

The Institute will incorporate great books seminars and curriculum planning sessions; the seminars are being schedule for two hours with an hour afterwards for a critique and the discussion of related practical concerns. Tuesdays (9 a.m.-1 p.m.) will be devoted to curriculum planning.

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[1] The Chicago Summer Institute was organized and implemented by Paideia Coordinator, Lynn Stinnette.

I will be working with your program developers and the discussion leaders to determine the texts on which the seminars will be held. The seminars will include the discussion of one or several texts from the reading lists now being prepared.

I believe that the dates proposed for the Chicago Institute represent the best effort. I realize, however, that it is impossible to satisfy everyone. It is inevitable therefore that some people will be unable to participate. Let us hope that those numbers will be few. We will do everything possible to honor the choice teachers make.

Teachers will be compensated at $8.00 per hour.

Approved:

Gerald J. Heing
cc: Robert Saddler
Howard J. Sloan
Nelvia M. Brady

To the vast majority of mankind nothing is more agreeable than to escape the need for mental exertion. . . . To most people nothing is more troublesome than the effort of thinking. ***Studies in History and Jurisprudence (1901). Obedience.***

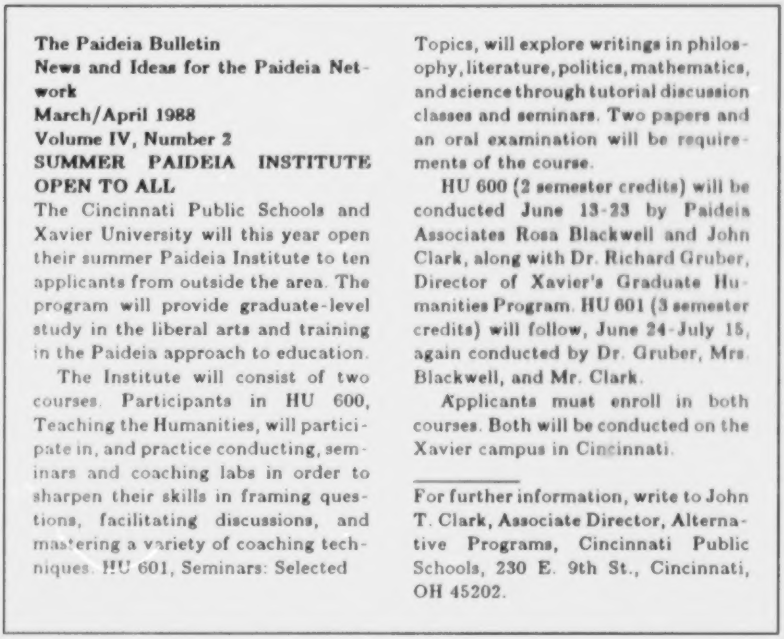
*Thinking, not growth, makes manhood. Accustom yourself, therefore, to thinking. Set yourself to understand whatever you see or read. To join thinking with reading is one of the first maxims, and one of the easiest operations.--**Isaac Taylor**.*

Thought makes the whole dignity of man; therefore endeavor to think well, that is the only morality.-----Blaise Pascal.

He who will not reason, is a bigot; he who cannot is a fool; and he who dares not is a slave.--Sir William Drummond.

Ideas are the mightiest influences on earth. One great thought breathed into a man may regenerate him.--Anonymous.

A second joint venture of this type of inservice was featured in the March/April 1988 *Paideia Bulletin.* Paideia associates Rosa Blackwell, John Clark, and Richard Gruber initiated this positive undertaking.



The Paideia Bulletin
News and Ideas for the Paideia Network
March/April 1988
Volume IV, Number 2

SUMMER PAIDEIA INSTITUTE OPEN TO ALL

The Cincinnati Public Schools and Xavier University will this year open their summer Paideia Institute to ten applicants from outside the area. The program will provide graduate-level study in the liberal arts and training in the Paideia approach to education.

The Institute will consist of two courses. Participants in HU 600, Teaching the Humanities, will participate in, and practice conducting, seminars and coaching labs in order to sharpen their skills in framing questions, facilitating discussions, and mastering a variety of coaching techniques. HU 601, Seminars: Selected Topics, will explore writings in philosophy, literature, politics, mathematics, and science through tutorial discussion classes and seminars. Two papers and an oral examination will be requirements of the course.

HU 600 (2 semester credits) will be conducted June 13-23 by Paideia Associates Rosa Blackwell and John Clark, along with Dr. Richard Gruber, Director of Xavier's Graduate Humanities Program. HU 601 (3 semester credits) will follow, June 24-July 15, again conducted by Dr. Gruber, Mrs. Blackwell, and Mr. Clark.

Applicants must enroll in both courses. Both will be conducted on the Xavier campus in Cincinnati.

For further information, write to John T. Clark, Associate Director, Alternative Programs, Cincinnati Public Schools, 230 E. 9th St., Cincinnati, OH 45202.

Immersion Retreats

The most successful inservice venture for me outside of St. John's was the wonderful opportunity of effecting a mini-graduate institute for three weekends at Lake Geneva, Wisconsin. Tutors from St. John's were flown in to lead the seminars, teachers volunteered, the texts were distributed and read before checking into the retreat-immersion site. Teachers were up until late at night, hours after the seminars had ended, talking to each other, and the tutors trying to make a final point. This approach is extremely effective.

It was like a working vacation. The first immersion retreat was September 18, 1987. We handed out Bibles for readings on "Genesis," "John," and "Job," paired with exercises from Plato and Aristotle. Chicago Public Schools were on a month-long strike, and we had made plans for the weekend with non-public school personnel before it took place.

This type of organization later became the model for weekend retreats funded by other sources in Chicago.

SULLIVAN HIGH SCHOOL
BULLETIN
01/26/88

To Sullivan High School Faculty: Interlaken Resort and Country Spa
Lake Geneva, Wisconsin

The weekend of March 4, 5 and 6 has been reserved for Sullivan faculty members who wish to attend Socratic seminars with St. John's College faculty. First preference will be given to English, social studies and science teachers. Rooms will be booked double; therefore, sharing a room will be necessary. Sign up for the weekend only if your plans are definite and you are able to attend all three seminar sessions (Friday evening, Saturday morning and evening.)

The March reading assignment will be as follows:

Friday, March 4, 7:00-9:00 P.M.
John Locke--Second Treatise of Government, Chapter V, "Of Property," pp. 18-30.
Chief Seattle, Suqamish Tribe--"The Earth Does Not Belong to Man, Man Belongs to the Earth."

Saturday, March 5, 10:00-12:00 noon
Jean-Jacques Rousseau - The Basic Political Writings "Discourse on the Origins of Inequality," pp. 37-81.

Saturday, March 5, 7:00-9:00 P.M., Jean-Jacques Rousseau----The Basic Political Writings "On the Social Contract," Book I-II, pp. 141-172.

Please complete all readings before your arrival at Interlaken Resort.---Dr. Robert D. Brazil.

SULLIVAN HIGH SCHOOL, RESERVATION FOR INTERLAKEN VILLAGE, LAKE GENEVA, WISCONSIN

NAME____

ROOMMATE____

(March 4, 1988 Seminar)

RETURN THIS FORM BY FEBRUARY 5, 1988

LAKE GENEVA SEMINAR SCHEDULE

Friday, October 16

1:40 P.M. - Teachers' Bell Schedule (Teachers attending the Lake Geneva Conference may sign out at this time)

3:00 P.M. - Check in (Meal tickets will be given out at this time)

7:00 P.M. - Meeting - Studio Lounge

7:15-9:15 P.M. - Seminars (See list below for assigned locations) Phaedo (first half)
9:15 P.M. - Mixer Studio Lounge

Saturday, October 17

10:00 A.M.-12:00 Noon - Seminars - Phaedo

7:00-9:00 P.M. - Seminars - The Gospel According to St. John

9:15 P.M. - Evaluation & Mixer Studio Lounge

Sunday, October 18
Brunch - Check out 12:00 Noon

We never took advantage of the University of Chicago's basic program because of time restrictions. We later had to tailor what we needed at Sullivan for the convenience of teachers. At some time in the future, I'm hoping for closer ties to the University of Chicago's Basic Program of Liberal Education for Adults. For those interested educators whose schedule doesn't allow for weekends, there might be a program in your city similar to the University of Chicago Basic Program of Liberal Education for Adults. It is forty years old and the

> **"However, just the thought of friends coming together to discuss great ideas for two hours was intriguing."**

curriculum is closely aligned with St. John's. The advantage of the situation is; you make your schedule to suit your needs and interests.

After-school seminars are more difficult. Teachers are tired, but if they agree to participate, they're truly motivated. These teachers have to lead and make in-roads into the schools and become change agents.

If the idea of Socratic teaching is going to effectively be disseminated to satellite schools, it's going to cost more than is presently available for this venture. I thoroughly enjoyed having other teachers from neighboring elementary and high schools visit for coffee, tea, juice, low-cal cookies, etc.

We followed the same calendar for adults that we had for students. Sullivan pupils wishing to engage in monthly enrichment seminars received their texts one month before and met from 8:00-9:30 A.M. The adults met from 3:00-5:00 P.M. to discuss the identical reading on the same day.

1988 Sullivan High School Paideia Seminar Workshops

On Tuesdays, April 26th and May 10, 1988, Sullivan High School, with DEEO Title IV funding, implemented inservice training sessions for elementary teachers in leading socratic seminars. Sophocles' Antigone and Conrad's The Secret Sharer were the selected texts that the teachers discussed. Forty participants met as a single group for an introduction, into what was to take place. Teachers were then assigned to two separate groups for discussion of the assigned readings led by two teacher moderators, the school principal, one assistant principal, and the Paideia Program developer.

After critique and discussion, the groups reconvened for a conversation on reading for understanding, how to involve all children in a discussion, how to ask an opening question, when to have students read orally to assure that the conversation has not drifted from the true points of reference and how not to reach closure.

The most rewarding aspects of the two sessions were: "the anonymous evaluations" had responses which were all "positive," and teachers read much more closely for discussion purposes in the second seminar. I have been involved with elementary/high school articulation meetings for years, chairing the math articulation committee for District 2. We never agreed on why children were not learning and what we could do about it. This is the first time in my career as teacher, assistant principal, and principal that we have reached accord. I was also pleasantly surprised to have the teachers tell me that they want to continue the discussions whenever possible.

Without assuming that monies are forthcoming, the very least that we can do for teachers who are interested is to include them in the Sullivan HS monthly enrichment seminar discussions from 3-5 p.m.

The Seminar Schedule for 1988-89

October	"Apology"	Plato
November	"Crito"	Plato
December	"Phaedo"	Plato
January	The Dred Scott Decision	
February	Cry the Beloved Country	Paton
March	The Prince	Machiavelli
April	"An Outpost of Progress"	Conrad
May	A Doll House	Ibsen
June	The Crucible	Miller

The enrichment seminars for neighborhood schools worked out so well that teachers in the west and southside coalitions of the program complained about the distance and far northside location of Sullivan High School and their inability to participate after regular school hours. We organized the same classes at centrally located Paul Lawrence Dunbar High School, and finally moved all classes to the University of Illinois at Chicago. We were limited by the Department of Staff Development to one hundred teachers. One hundred eight signed up before we could advertise the class, and we were forced to accept all.

We divided the group into classes of teachers who were there to receive credit for Chicago Public School promotional credit and those who were now involved with the University of Illinois and were seeking an advanced degree. I taught the University class, and my learned associates the promotional credit classes.

The seminar offerings for April and May were so successful we decided to try something else with Norman Silber, Superintendent, High Schools North and Olga LaLuz, Department of Equal Education Opportunity coordinator for High Schools North.

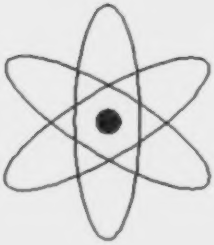
We invited policemen, school disciplinarians, parents, teachers and community activists to read *Manchild in the Promised Land* by

Claude Brown, then meet at Sullivan High School for a seminar on gangs and drugs.

I was unsure how this would progress but the text was ideal because it addressed real "gang" issues such as having a "rap sheet" or a "real" criminal record after age seventeen. Also the difference between reform schools and jails was explained to parents and students by policemen and young men who had served time in both. The discussion lasted one and one half hours longer than our usual two hour seminars.

In the spring, we introduced an evening seminar for parents and their children who attended Sullivan. The reading was John Locke on "parental control." Some parents claimed that it opened new channels of discussion for them to and from their children. We're going to schedule several each year.

Buttressed by success, we introduced Spanish language seminars for the 20 percent hispanic population in our school. Two Spanish-speaking teachers, Mr. Velasquez and Mr. Rosario, led the discussion. The readings were made available to students in the school library and the supply was depleted in one day.



Nancy Schlack, physics teacher at Sullivan High School, expressed her point of view on weekend immersion seminars in the May/June 1988 Paideia Bulletin.

The Paideia Bulletin
News and Ideas for the Paideia Network
May/June 1988
Volume IV, Number 3

"Retreating" Toward Effective Seminars

As a physics teacher who has embraced the Paideia philosophy, I have had to learn how to include the seminar among my teaching strategies. Now this might seem like a relatively easy thing to accomplish for a veteran teacher, but in order to become a successful seminar leader, one must expend an extraordinary amount of energy in preparation, training, and practice. According to Isaac Asimov, the noted American scientist and writer, "The law of conservation of energy tells us we can't get something for nothing, but we refuse to believe it." And so the work begins.

I have participated in a series of seminar training sessions, first at the University of Chicago and later at Sullivan High School. Some of the training sessions have been scheduled at the end of the regular school day. I may have just completed several labs, administered tests, discussed a make-up assignment with a student,, or seen a parent for a conference. The bell rings and I have four minutes to switch gears and get to the seminar. Once at the seminar, I not only want to be sharp enough to be an intelligent participant, but I also want to analyze the mechanics of what is going on so that I can improve my skills as a seminar leader. The juxtaposition of the training session upon the full workday is not conducive to maximizing the seminar experience.

I am reminded of a line from Galileo's *Dialogue on the Great World Systems*, in which Galileo has Salviati set up certain conditions "so that all external and accidental impediments might be taken away." The purpose, of course, is to remove anything that would obfuscate what is actually occurring and allow one to focus on the underlying issue. To this end, the most successful in-service training that I have attended has been the weekend retreat held for Sullivan teachers at a resort in Lake Geneva, Wisconsin.

The retreat offers a weekend designed to present the seminar in a setting in which outside impediments and distractions have been removed. One can focus all attention on participation in the seminar and analysis of seminar dynamics. On a weekend retreat the seminar does not come to an abrupt halt when a bell rings. Instead, it comes to a somewhat hazy conclusion, in the formal sense, but then continues in a myriad of small conversations among colleagues and friends who still have issues to explore.

The retreat is an opportunity for study sessions with friends and colleagues, which is a rarity given high school schedules. These sessions offer the chance to work through the selection in a way that raises issues and develops questions before the seminar even begins. This adds to the richness of the forthcoming seminars. As Einstein so eloquently stated, "What a person thinks on his own, without being stimulated by the thought of other people, is even in the best case, rather paltry and monotonous."

During the retreat I attended, the seminar reading were Plato's *Phaedo* and the Book of John from the New Testament. Although these are not readings that I use in my physics class, the abilities to listen, think, and question are developed through active participation in a seminar regardless of the reading.

We at Sullivan believe that the Paideia approach produces well-educated students able to think critically and to articulate their views. The Lake Geneva retreats have improved the performance of those of us who have taken on the challenge of becoming seminar leaders. We heartily recommend such retreats for seminar training and hope that additional funding will become available to continue ours. *Nancy Schlack, Sullivan High School, Chicago, IL*

[The Sullivan High School retreats were funded by a grant obtained by Sullivan Principal Dr. Robert Brazil from the W. Alton Jones Foundation. Sessions were led by tutors from St. John's College Santa Fe, NM.]

Next, we tried a French language seminar for our Haitian and advanced level French students. I rated it a seven on a scale of ten. After all, it was the first time.

Some of the most enjoyable inservice conferences were organized and implemented by Dr. Mortimer J. Adler and his staff at the Institute for Philosophical Research. The purpose of every gathering was to have Dr. Adler point us in the right direction by enhancing our knowledge of Paideia, problem and idea sharing and looking at new major innovations. We, of course, had seminars daily.

The Paideia Conference at Wye Woods Center, Queenstown, Maryland was primarily to share ideas, solve problems and gain insight into future plans.

PAIDEIA IMPLEMENTATION

The **IMPLEMENTATION GROUP** identified issues about or barriers to implementation, elucidated the problems of each, and suggested solutions. The issues were: (1) materials and fundraising; (2) scheduling; (3) class size; (4) teacher, school, and system commitment; (5) grade-to-grade articulation in each school; (6) state and/or system curricular mandates; (8) technology (used primarily for coaching); (9) three column approach; (10) involving science, math, and special subject areas.

MATERIALS

An initial problem for Paideia implementation is to identify the materials to use for staff and student seminars. Strategies for selection of materials include:

1. Involve Staff. In each school at each level, a Paideia committee should choose faculty and student seminar readings. These readings should include selections from all disciplines. The selection committee functions best at the elementary level when composed of grade level teachers, librarian and other special teachers. (Glen Arden model) At the secondary level, teachers from each department plus any building coordinators or supervisors should be included. The more diverse the composition of the selection committee, the more diverse the readings will be.

2. Reading Lists. The existing resources for lists include: Goldblatt Elementary (Paideia Bulletin _________), Jr. Great Books

list, Adler's list in the Paideia books, and other local lists that schools should make available to the national center for dissemination.* The National Center should serve as a clearinghouse for resources: collect lists, publish lists in the Bulletin, and disseminate to schools. Schools should send lists and master copy of readings with bibliographical information to the National Center.

3. Expanding Resource Lists. Some schools are working on expanding the resource list to include non-Western materials. (Shepherd, Washington, DC) and will make a list available at the end of SY 1988-89.

4. In addition, the National Center should develop a compendium of resources, secure copyrights duplication privileges, and make that resource available to local schools to copy and regularly update. Color-coding according to discipline would be helpful.*

5. One small hint for reuse of materials. Of course, the ideal is that each student have a copy they can mark on, but copying costs become prohibitive. Some teachers have successfully used "post-its" that students can use in the margins and make notes, but return the copy at the end of the seminar.

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* = activity for the National Center

FUNDING

Implementing a successful Paideia program certainly requires additional and ongoing funding. Strategies for fundraising include:

1. Writing proposals. Most school districts now offer workshops on grantsmanship to aid teachers and administrators in writing proposals and identifying local, state, and national funding sources. The Grant Directive is a source of information about funding sources: 1001 Connecticut Ave., NW, 9th floor, Washington, DC 20036.

2. Local presentations. Presenting your program to local businesses, community organizations, central office funding sources, foundations, alumni groups, and friends of the school requires a working knowledge of the program and your objectives. What is your major goal? What are your specific objectives, activities? How well can you evaluate the program? What are the costs? Memorize facts, figures, and conduct schoolwide needs assessment for the areas in which you expect academic progress. Share your plan with the faculty

and develop an expertise among faculty members or coordinators who can assume grant-writing duties.

3. Line item. Ideally, the Paideia coordinators should make presentations to the local school boards to secure line item budgeting for Paideia implementation and coordinator positions. Presentations to the board are more successful with videos of student seminars.

4. Friends of Paideia. Local Paideia groups can develop organizations that can become friends of Paideia to perform fundraising functions, act as co-leaders for seminars, and help spread the word in the community.

SCHEDULING

A variety of possible solutions to scheduling enables schools to offer seminars and coaching. The following summarizes several programs:

1. Elementary. Because of the relatively flexible schedules found in most elementary schools, it has been possible to schedule the Wednesday Revolution, setting aside 1-1/2 to 3 hours per week that is devoted to seminars and coaching--usually a writing follow-up to the seminar. Several schools have been scheduled professional personnel and paraprofessionals to provide 2 teacher teams for each seminar. Glen Arden Elementary and Estes Elementary in North Carolina have this program in place. In addition, activity blocks increase flexibility and increase time that can be used for Paideia.

2. Secondary. A variety of schedules are in place at the secondary level. Schools use double periods or back-to-back scheduling of social studies and English to provide adequate time for seminars. Andover High School in Andover, MA has instituted flexible scheduling. This schedule has a rotating six period day. Within the six period day, three periods are described as sacred and do not rotate. Three other periods rotate and provide double and sometimes triple block periods. A built-in evaluation component exists in measuring student progress with this scheduling against traditional scheduling. Several schools use a block schedule that can incorporate interdisciplinary team-teaching.

3. Schoolwide seminars. Several schools schedule periodic school seminars involving the total school personnel. As in Wednesday Revolution, a 2-3 hour block is set aside for the seminar.

4. School within a school. One approach is to institute a Paideia approach for a block of students within a school, scheduling a block of students into one section of the building or into one group of core teachers. A variation of this is to schedule one or two core subjects for a period of time (6-9 weeks). This allows for large concentrations of time with one or two teachers who can incorporate Paideia. (OMAT or 2MAT--one major at a time, two majors at a time).

5. Faculty seminars. Schedule seminars at different times so that no one time is a permanent conflict. Try to schedule at least 3 seminars a year away from the school--try to get a law office on Saturday. Poll your staff yearly to see which time worked best, what was the most productive seminar and why, etc. Content for faculty seminars is critical. As much as we are avid about Paideia, time sometimes squeezes out long readings during the school year. Readings that can double for use in the classroom which are tried out in faculty seminars ahead of time are useful.

CLASS SIZE

1. Inner circle--outer circle. Place a portion of the students (up to one-half) in a circle around the inner circle that will conduct the seminar. The outer circle critiques. You assign different roles to outer circle observers. Another inner circle-outer circle approach is to bring another class into the room and form two circles. Have the two teachers conduct the inner circle seminar.

2. Additional co-leaders/Improve student/teacher ratio. Bring a parent, resource teacher, or other trained Paideia leader into the class to co-lead or break the class into small groups and conduct two small seminars. PS ______ in New York City uses its upper grade students (7th grade) to co-lead seminars for the other elementary grades. Paraprofessionals can relieve teachers of non-teaching duties so that teachers can plan and conduct seminars. Key to co-leaders is adequate training.

3. Reducing class size. A kindergarten class can send one-half of the students to another room to work on a large class project using a parent volunteer, resource teacher, or upper grade student to assist, and conduct a seminar with a smaller group.

PROGRAM COMMITMENT

There is a strong feeling that all participants in the Paideia process must become invested in the commitment to the program. This slow building process must be done methodically and evaluated repeatedly so that it does not become "just another curriculum project." The key participants include: the teachers, the administrators and the community. As a precursor for those schools undertaking the transition to school-based management, this is an ideal tool. Although several strategies can address all three groups, this concentrates on individual approaches to each group.

1. **Teachers**
   a. It has been the experience of many individual teachers that visitations to other schools involved in Paideia programs have served to both educate and invigorate individual teachers to new ideas and a stronger commitment to the program. Most Paideia programs openly invite regular visitations.
   b. Many school districts or individual schools have access to stipends or special teacher incentive grants. These programs can be sued to encourage and reward teachers who actively pursue the advancement of the program in a school.
   c. Educational credit is an approach that builds commitment to the Paideia program. Many schools have associations with local universities to provide credit for inservice training in summer institutes. In addition, St. John's campuses offer three-year summer programs that lead to a Masters degree. St. John's is now considering shorter summer courses.
   d. Off-site inservice increases commitment. The professional quality and the physical removal from the school site builds morale and creates a superior learning environment.
   e. Regular monthly seminars are critical to ongoing teacher involvement, personal development and continued commitment to the ideals of Paideia. These seminars can be conducted by professional consultants or can be used as seminar-leading training for staff.
2. **Administrative Commitment**. The support and commitment of administrative personnel is key to the success of the Paideia program.
   a. Off-site/non-school inservice programs. Administrators need to be removed from the day-to-day challenge of their

own building to fully develop advanced skills in leading the Paideia program. Weekend of summer institutes can provide this service for Paideia school administrators.

- b. Administrators can schedule seminars for other principals or district staff in which techniques and knowledge about the program are nourished.
- c. Administrators should provide information and materials on a regular basis to the central office to keep them informed of the status and quality of Paideia implementation.

3. **Community commitment**. Community support can take many forms: financial, personnel, use of facilities, and general enthusiasm. In order to garner community support, these strategies have been successful:
   - a. Produce a 12-15 minute videotape to demonstrate Paideia in action.
   - b. Conduct parent seminars in which a mix of staff, administrators, students, and parents are involved. This active participation increases commitment. At the very least, encourage parents to read the texts along with children in the student's preparation for seminars.
   - c. Regular presentations to the Board of Education, boards of local corporations and foundations and other interested community groups are vital to ongoing public relations and continued funding. These presentations may be a catalyst to move school-based Paideia programs to the district level.

GRADE-TO-GRADE ARTICULATION

Staff involvement in all phases of planning, material selection, and program evaluation is critical to effective implementation. In the elementary school, a committee comprised of a representative from each grade level, the media specialist, a remedial teacher, and the principal should meet regularly. At the middle school and high school, departmental representatives can coordinate, schedule and plan together.

Summer institutes or retreats can be held for K-12 teachers for the purpose of seminar participation and implementation plans.

Computerized records of seminars that have been held, materials inventories, and videotapes should be available in the media center for all students and teachers.

Articulation may occur between local universities and schools by using teaching fellows and visiting professionals.

The Matsushita Foundation, funded four Paideia schools in the Chicago area, and is a model program for interschool communication that includes monthly seminars. (Dr. Keith Cleveland)

IMPLEMENTING AND DEFENDING THE PAIDEIA PROPOSAL WHEN FACED WITH STATE AND SYSTEM CURRICULAR MANDATES

The Paideia proposal methodology should be included as one alternate route to satisfying the outcome as prescribed in the curriculum.

Another method, which will require evaluation data, is to argue that Paideia is a more effective method for satisfying the state or board requirements.

Few people in education would argue that when a student understands any material that he or she has reached true mastery. The Paideia Proposal strives to promote a basic education for all students. Whether this is approached as an alternative to a curricular mandate or a more effective route, the end result is the same--more effective learning for the purpose of becoming better citizens.

STRATEGIES FOR PAIDEIA TEACHING OF THE NON-READER OR NON-ENGLISH READER

The basic alternative strategy is that teachers read aloud stories to these children. Depending on the size of the class and the grade level, the following are recommended:

1. Use of a resource teacher, tutor, or reading teacher to provide oral reading, along with a directed reading lesson involving word attach skills, comprehension, etc. in a coaching lab to precede seminar (e.g., Schroder School, Cincinnati).
2. Pairing students to read together/peer group work.
3. Grouping older pupils (upper grade or high school) with elementary or intermediate school students to read. This provides older, more experienced Paideia students the opportunity to use their expertise with younger, less able pupils. This not only helps the less able, but reinforces and enhances the Paideia experience for the older pupil-tutor.
4. Use tapes and videos (sparingly). This should not be used as a substitute for the written word, but as an aid.

We recognize non-English speaking pupils as a growing segment of our classroom populations. Involving them effectively in Paideia seminars is problematic. We recommend the above strategies as well as conducting seminars with pupils in their native languages, involving ESL or TESL teachers. This involves all pupils and brings in additional staff in the Paideia program and does not confine the ESL or TESL teachers primarily to coaching.

RELATIONSHIP OF TECHNOLOGY TO PAIDEIA

Computer Software

Develop a network between Paideia schools to share information about the software that best reinforces instruction or skills. The National Center should act as a clearinghouse for information about effective software.* This should include keyboarding but go far beyond in utilizing computers as support equipment to guide independent and supervised practice. A software box in the Bulletin would be helpful.

Video

The use of video offers feedback and record of that which may facilitate evaluation and supportive documentation of the program:

- evaluation of seminar/general and specific
- evaluation of teachers to assist in training
- training of student teachers
- peer and student coaching
- parent and community awareness and understanding
- historical record of guest scholars
- assist in planning for seminar of same text
- review by students of seminars on same text
- check-out from library for parents, students, teachers
- sharing between schools and teachers throughout the network (mailed and returned with evaluations)
- board or funding source presentations

THE BALANCE AND THE DYNAMICS OF THE THREE COLUMN APPROACH

1. The district/school system must initiate the following:
   a. Instructional standards for each discipline at each level. (Example: items in student competencies or assessment tests must begin to reflect a different emphasis--20% of items application/coaching 40% of items enlarged understanding/analysis/evaluation/ideas/values.

   This will require teacher training to understand the model. Writing test items to meet these standards may be quite different from the current practices of designing tests in school systems. Time, patience, and persistence, along with consultants who are clear about the process, are important components. Central office needs to set this direction, be persistent in its implementation, be patient in the trial-and-error development stage, and rejoice when each step is taken to break the recall-comprehension logjam that holds back progress in the other two columns.
2. Schedule alternatives designed to encourage (instructional) coaching as a highly viable alternative. Provide time in the daily or weekly academic schedule that is set aside for coaching students in the skills particular to the discipline. Like the trite chicken-and-egg argument, teaching must have ample opportunities to understand what coaching is all about; the elements of coaching; the varying teacher-student ratios involved in coaching; the expectations for coaching in order to make effective and efficient use of the time provided.

Some examples of scheduled coaching time might include writing labs as developed in the Andover, MA Public Schools or the regular coaching periods set aside for all students during weekly instruction at the Schroder School in Cincinnati.

Peer coaching, or student-student coaching pairs, when selectively matched is another opportunity for providing assistance in honing skills and providing practice. Certainly cooperative learning teams, as espoused by Robert Slavin and others, are a proved method of coaching that leads to gains in student achievement.

Finally, curriculum selection committees should be charged with considering the three column framework as they deliberate among textbook or program choices. Having programs in place that facilitate the dynamic interplay of didactic instruction, coaching and higher level understanding of ideas and values help teachers assimilate these alternatives and raise students' expectations that their learning includes knowledge, skill and practice, and critical evaluative thinking.

INCORPORATING SCIENCE, MATH, AND THE ARTS IN PAIDEIA

Much of the early Paideia effort has tended to focus on the language arts and social studies because these subjects lend themselves more easily to the three columns and teachers of the humanities are more at ease with the Paideia approach. However, from the beginning, the Paideia Proposal has advocated a broad liberal arts experience for students which would subsume most of the existing traditional subjects, including math, science and the arts. These strategies may assist in further incorporating these subjects in the Paideia umbrella:

- Choose new programs in these areas that are compatible with Paideia purposes and methods: Math Their Way, SCIS Science Curriculum Improvement Study, cooperative learning, whole language, math manipulations.
- Invite visiting scholars in these areas to conduct seminars and work with teachers; artists, university professors, research scientists from both the public and private sector are often available to co-lead seminars.
- Train special area teachers (art, music, etc.) in the Paideia method so they can use in their classes, co-lead seminars, and attend faculty seminars. Use the expertise of these teachers to lead seminars in subject areas, particularly topics of moral and ethical issues. These seminars may be jointly led by a math/science team, for example.
- At elementary level, role-play scientists, mathematicians, artists to develop a readiness for seminars in these areas.
- Science fiction reading may blend science and literature.

PAIDEIA EVALUATION

Evaluation planning is an important part of a school plan. A school plan consists of a needs assessment, goals, strategies, desired outcomes and evaluation procedures. Evaluation procedures are designed to examine set goals, strategies and resulting products to see if there is a difference or change from the baseline position. In order to assess the program both traditional (e.g., standardized test scores) and nontraditional measures (e.g., products, oral tests, essays, attendance) are reviewed.

In a Paideia evaluation program three main areas are reviewed: The overall program, teaching skills, and student learning. A school evaluation plan begins with a survey of the existing school program to examine atmosphere, implicit and explicit curriculum, teaching time, resources and perceived problems. After reviewing this data, goals, strategies and timelines are identified and implemented. Information is gathered from many sources to see if there is an increase, decrease or no change of baseline data. The documentation of change provides support and proof of gains as well as information for refining specific objectives and procedures. Some examples of areas for evaluation are:

1. Program

   Specific
   - Identified Goals -- (seminars, lectures, atmosphere, teaching time, planning time and staff development)
   - General Climate
     Quality of Instructional Program (curriculum)
     Nature of the Learning Environment (administrative support, class size, ability and behavior range)
   - Program Content (specific topics, activities)
   - Teacher Attitude
   - Student Outcomes (traditional and nontraditional measures)

   Related
   - Community Response (community survey)
   - Parent Involvement (parent survey)
   - Attendance Records
   - Drop-out Rate for Students
   - Teacher Turn-over Rate
   - Enrollment in Selected Academic Courses
   - Statewide Test Scores in reading, math and language
   - Schoolwide Homework Policy
   - Awards and Recognition Achieved by Students, Teachers and the School

2. Teaching Atmosphere
    - Teacher Attitude and Activities
    - Teacher Schedule for Staff Development and Planning
    - Administrative Support
    - Percentage of Teaching Time
      A. Percentage of time in lecturing
      B. Percentage of time in coaching
      C. Percentage of time in seminars
    - Quality of Instruction
      A. Level of questions asked
      B. Level of information provided
      C. Level of feedback provided
      D. Level of guided practice in skill areas
    - A Taxonomy of Homework
    - Quality of Instructional Program
    - Nature of the Learning Environment (class size, ability and behavior range)
    - Extracurricular Activities
    - Nature and Quality of Support for Students with Special Needs
    - Course Enrollment

3. Student Learning
    - Learning Time
    - Basic Facts (i.e., scores on teacher tests)
    - Amount and Quality of Writing
    - Amount and Quality of Homework
    - Number and Type of Books Read
    - Skills (demonstration of ability in reading, writing, and skill areas)
    - Understandings in Seminar
      A. Pre and post oral exam
      B. Pre and post writing task
      C. Evidence of students pursuing the discussion
      D. Student survey

EVALUATION STEPS

1. Identify specific goals
2. Identify measures for formative and summative evaluation

3. Gather pre-program data
4. Monitor program
5. Evaluate pre-post data and identify needs for improvement

A 3-PART EVALUATION REVIEW

Formative and summative evaluation of:

1. Student mastery of
    - knowledge base
    - critical and analytical reading in response to primary sources
    - writing
    - speaking/listening
    - advanced study skills
    - computer literacy
    - problem solving (including math/science)
    - critical thinking:
    - analysis
    - synthesis
    - evaluation
2. Teacher
    - attention to content and process
    - student-centered activities
    - high % of student, not teacher, talk in seminars
    - student evaluation
    - active listening skills
    - use of text to "ground" the seminar
    - overall pacing/time use
    - teacher seminar review process
    - % of class time in didactic, coaching and seminars
    - use of computers for coaching student
3. Program
    - K-12 sequence of goals and activities
    - basic program all students have access to for courses
    - % of student time in didactic, coaching and seminars
    - use of primary source material for seminars
    - use of pre and post seminar activities
    - relationship to specific curriculum goals
    - teacher seminar groups for staff development
    - teacher use of computers

Cooperation and networking are necessary if we intend to introduce this type of education into the mainstream of American thought. I probably will never tire of the excitement generated by new ideas.

I attended a seminar at Spertus College in Chicago. Elizabeth Drew and Cindy Rutz invited me not to lead the seminar on Emerson's "Character" but to answer questions from participants on how to evaluate students after a seminar. I participated in the discussion then discussed how my faculty and I addressed some of the problems.

We are presently moving toward a concept of "diploma by exhibition" in which we give all seniors three thematic readings one month before final exams in June. We break up into twenty-five circles of eight students and two teachers and discuss the readings, accept a four or five page written assignment and form a committee to reassign materials for those who did not fare well.

Networking for various groups is our way of spinning off successful ventures to codify our many successes and infrequent failures. This symbiotic relationship recaps some of moving toward an amelioration of the education process while naysayers are either complaining that it's too much work or it's not worth it.

That session at Spertus College was followed by a city-wide Paideia Conference organized by Dr. Adler's Institute. We changed our date to May 20, 1989 because of a huge reform conference for all of Chicago's principals, local council presidents and community activists scheduled on the same date.

Dr. Adler spoke at the conference each day. His delivery was very moving. After many years of pushing the program, I don't think he realized how more practical he had become in addressing "the need for change." He gave very illuminating examples of differentiating between expository and narrative texts. "If you've finished a novel with the class, ask one of the students to tell the story. Almost every student will have another version and thus, a good seminar begins."

The most dramatic change in introducing the technique to groups was addressed by Cindy Rutz. A mini-workshop session in which groups are divided into four participants each with each person leading one of four subjects as a seminar leader was extremely effective. Federalist paper #10, "Mother and Child" by Picasso, two of Aesop's fables and two poems by Gwendolyn Brooks were the subject matter for rotating seminar leaders. It was three hours and fifteen minutes well spent.

The Illinois Alliance of Essential Schools funded a two week re-training institute at St. John's College, Santa Fe, New Mexico for Sullivan High School teachers. Dr. Warren Chapman from the Illinois State Board of Education and Associate Superintendent (ISBE) Dorothy Magett were instrumental in offering this much needed assistance. It is sometimes very difficult for adults to leave families for eight weeks. Two weeks is a more reasonable request for restructuring and rebuilding curriculum away from home.

Twelve teachers attended and we hope to have a positive spin-off effect throughout the state by volunteering our services to the Chicago Public School system.

Lynnette Fu, Assistant Principal at Sullivan, was requested by Cindy Rutz of Dr. Adler's Institute for Philosophical Research to describe the experience.

This broad scope of inservice addresses the problem of training leaders outside of a regular classroom setting. Some examples were unusual but effective. The utilization of the seminar as a training tool has yet to reach its fullest potential.

The goal that we are aiming for is a replication of the Schenley Center in Pittsburgh for the re-training of school faculty.

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ST. JOHN'S PAIDEIA SUMMER STUDY

July 16-29, 1989

It was not just the dramatic mountain and desert scenery, or the historic American Indian and Spanish buildings and art that drew thirty-three teachers, counselors and administrators to the Southwest during the last two weeks in July. The permanence of the mountains in the background seemed to reflect the timelessness of conversations about Aristotle, Aeschylus, Darwin, Tocqueville and Kant for the two-week Paideia Summer Study Session at the Santa Fe, New Mexico campus of St. John's College.

Our group of thirteen from Sullivan High School on Chicago's north side, came from the English, social studies, science, mathematics and administration departments, and was funded for this session by the Illinois Alliance of Essential Schools. Sullivan, one of the four pilot Paideia schools since 1984 in the Chicago Public School system, is now also a member of The Alliance, and used the two-week session for training and renewal by participating in seminars and tutorials, and by auditing the regular classes on campus. We were joined by thirteen from Goldblatt Elementary in Chicago, funded by American National Bank, and by seven from Grand Haven, Michigan; Clarkston, North Carolina; Andover, Maine, and Washington, D.C.

Seminar assignments were Aeschylus, "Agamemnon," "Libation Bearers," and "Eumenides"; and Darwin, *The Origin of Species*, Chapters I-III, IV and XIV. Our tutorials led us through Aristotle, *Nicomachean Ethics*, Book I, II, and III (Chapters 1 - 5); Kant, "Idea of a Universal History with a Cosmopolitan Intent"; and Tocqueville, *Democracy in America*, Volume I: Author's Introduction, Chapters 2-4, 15, 16, and Volume II: Book II, Chapters 1-11, Book III, Chapters 8-14. Faculty from St. John's were our tutors and created an environment in which we could examine the texts in conversations that were introspective, yet were shared, augmented or reformulated by other members of the seminars and tutorials. Auditing the regular classes on campus gave participants a chance to observe the dynamics of the seminar as well as absorb the content of the discussion. After our final sessions, we discussed applications and plans for our own classrooms and our own learning experiences.

The campus provided a beautiful and serene atmosphere for reading, conversation and contemplation, as well as tennis, aerobics, walking, hiking or running. "Wellness Meals," served along side the regular food in the dining hall, were always available. We were graciously included in parties and mixers by the regular students. Everyone made us feel welcome and a part of the school.

Activities off-campus were not lacking, either. The Graduate Institute arranged a trip for us to Taos, the Taos Pueblo, and the Santuarios of Chimayo and Trampas. Various members visited cliff dwellings, national parks, Los Alamos, museums, the famous Santa Fe Opera and Shakespeare-in-the-Park, and those with more courage went river rafting on the Rio Grande. There were flea markets, Spanish and Indian festivals and markets to be haunted, and, of course, shopping, shopping, shopping.

It was easy to enjoy our short visit with St. John's. We could join in the multitude of activities, or relax and enjoy quiet moments to ourselves. Yet, the greatest adventure was that of the spirit and the mind, with an opportunity to explore and taste the thoughts of the authors of some of the Great Books. It was a chance to focus on a shared learning experience that was at the same time satisfying, and yet made us want more. We look forward to another summer, another great experience at St. John's.

Lynnette Fu
Assistant Principal,
Sullivan High School
Chicago, Illinois

From contemplation one may become wise, but knowledge comes only from study.---A. Edward Newton.

COMMENTS FROM SULLIVAN TEACHERS

Dr. Robert D. Brazil, Principal:

The two weeks at St. John's served many purposes. It allowed the Sullivan teachers to be involved in difficult texts as students and to plan an amenable Paideia curriculum for the fall. This venture allowed us to see a more definable relationship between Paideia and the Alliance of Essential Schools principles. "Student as worker," "teacher as learner," and the teacher as generalist immediately come to mind. I'm looking forward to next year.

Patricia Anderson, Assistant Principal:

These two weeks at St. John's College in Santa Fe, New Mexico have been a fruitful and invigorating academic experience. The works chosen for study gave a broad-based framework for a teacher in any discipline. The in-depth coverage in seminars, preceptorials, and tutorials provided precise interpretation, a stepping stone, and an appetite for further discussion and learning.

I wish more of my colleagues could be given this opportunity.

Paul Alvey, English teacher:

Two weeks at St. John's was a stimulating reminder of what we can give our students. Periodically, teachers must benefit from not always "knowing the answers." In retrospect, I feel real accomplishment in forcing these old bones back into the library to read the books that have gone dusty on my shelves.

Eileen Barton, English teacher:

Until St. John's, I never realized that philosophy, literature, history, and science were so interrelated. Each text I studied shed light upon the others. Each seminar made clearer the connections among disciplines. This was a powerful intellectual discovery.

Margaret Blair, Mathematics teacher:

This has been a wonderful and enervating experience. I have been able to participate in and experience the "seminar" in its full glory. The readings were all exciting and there is no doubt that I have gained both personally and professionally.

Craig Hahn, English teacher:

It is always a joy to be exposed to the material that we have read during this program. However, the real excitement starts during the seminars. The sharing, the give-and-take, the agreements and disagreements all aid in transforming several difficult or vague concepts into a substantive understanding of the text.

Mary Kishkunas, English teacher:

To summarize my experience of this two weeks in a short paragraph is difficult at best. I can say that I have come away with much to give my students at Sullivan. The self-renewal that I've gained via seminar and tutorials is vast. My students will benefit from new insights on Aeschylus, Aristotle, Kant, de Tocqueville and Darwin. If it is true that a teacher gives her knowledge to her students, mine will be receiving lots and lots.

Renee Lundy, Mathematics teacher:

Attending the Graduate Institute classes has given me ideas for a math/science seminar. My colleague and I have decided to have math/science seminars together this fall. What a wonderful, rewarding experience St. John's College has been!

Mose Vines, Social studies teacher, 7th-8th grade Paideia Program Developer:

In looking back at the two week Educational Institute at St. John's, one cannot put into words the value of this experience. The stay at St. John's allowed me to experience the Great Books and thinkers in a manner which to date, I had not experienced. The time in seminar and discussion allowed for the exchange of ideas, which I found educational and self-rewarding.

William White, Social studies teacher:

I found the St. John's program to be invaluable in the stimulation and enthusiasm it generates. Participating in challenging discussion over serious works with fellow professionals helped stretch and develop my own skills. In turn, I feel refreshed and eager to use these insights in the classroom.

CHAPTER THREE

On-Site Inservice

This chapter will address some types of inservice methods using seminars within the walls of each school. There are no short-cuts. Each teacher has to read, engage in discussion and share information with colleagues.

The Sullivan faculty was divided into four groups to discuss strategy for participation in the all-school seminar. The next day or the day after, Sullivan students were divided into forty-five groups of twenty-five each with two teachers or professionals assigned to each class. On the scheduled day, the same reading took place in every classroom in the school. Teachers reconvened and discussed how well their individual class responded to the reading and the seminar strategies. A written evaluation was submitted anonymously by each teacher. We used the evaluations to plan and improve future seminars.

All-School 9:52 - 10:42 A.M.
11/10/87 - Aristotle--"Happiness"--Herodotus--"Happiness"
01/14/88 - Homer Adolph Plessy vs John H. Ferguson
03/24/88 - John Locke--Property--"A Letter to the President of the U.S. from Indian Chief, Seattle"
05/26/88 - U.S. Declaration of Independence
French Declaration of Man

The enrichment seminar is offered once each month. A synopsis of a book is posted on the library door. Fifty or more books are offered freely to any student in the school who wants to read and participate "for fun," receive credit in English, history, and/or submit a one page assessment of the seminar for additional credit.

Faculty may observe the seminar when scheduling permits to enhance their instruction. At Sullivan, the principal or principal teacher takes part in every seminar. Faculty members rotate monthly in pairs.

Enrichment 8:00 - 9:24 A.M.

11/04/87 - Lycurgus--Plutarch--Dr. Brazil/J. Bertacchi
12/03/87 - All Quiet on the Western Front--Remarque--A. Smith
01/21/88 - Black Boy--Wright--E. Barton/M. Vines
02/11/88 - The Great Gatsby--Fitzgerald--C. Hahn
03/10/88 - Siddhartha--Hesse--M. Kishkunas
04/07/88 - Alcibiades--Plutarch--K. Ruffalo/R. D. Brazil
05/12/88 - The Jungle--Sinclair--J. Butler/C. Davis
06/02/88 - Dr. Faustus--Marlowe--C. Hahn

The most effective method for a principal to improve instruction in seminars is to share the reading of a book with the classroom teacher. The principal and teacher agree on three consecutive dates spaced one week apart to discuss the text in three double periods. This, of course, is also the best method of training principals in Socratic discussion. After one book or class has been completed, the principal moves to a different teacher and class for the entire year. The principal should expect to complete from eight to ten books for the school year.

Sample of Paideia Regular Classroom Seminars

1. *Brave New World*--Aldous Huxley
2. *Huckleberry Finn*--Mark Twain
3. *Flatland*--Edwin Abbott
4. *Gilgamesh*--Epic
5. *Genesis*
6. *Julius Caesar*--William Shakespeare
7. *The Memoirs*--Suc De Saint-Simon
8. *The Minister's Black Veil*--Nathaniel Hawthorne
9. *The Sound and The Fury*--William Faulkner
10. *King Leopold's Soliloquy*--Mark Twain
11. *Comparative Religions*

A very effective method of faculty inservice when funding is available is to have visiting scholars offer seminars on a scheduled basis. Sullivan, through Dr. Adler's Institute for Philosophical Research, received services from a visiting professor monthly, who taught classes composed of faculty and taught students while faculty observed.

Historical documentations and evaluation strategies afford excellent inservice techniques.

SULLIVAN HIGH SCHOOL
MATSUSHITA SEMINAR SERIES

(Funded by the Matsushita Foundation, 1987;
presently by Panavonic Foundation, 1991)
January through March, 1987

January 13, 1987 Descartes' "Discourse on Method"

For this fifth seminar in the Matsushita series, we prepared by giving the teachers their reading two weeks ahead of time. The seminar itself was held on January 13, 1987 from 2:00 to 3:30 in our Social Room with twenty-eight teachers attending. To prepare for the discussion, several teachers met during ninth period prior to the actual seminar to work through the discourse. Teachers evaluated the seminar using the attached questionnaires which were given to our consultant, Mr. Keith Cleveland. A week after this seminar, Mrs. Alice Price, Paideia Developer, met with Mr. Cleveland at Columbia College for the purpose of reviewing the evaluations. These post discussion meetings have proven an effective way of determining common goals.

The students used a reading different from the teachers for the January seminar. Here we selected one group of sophomore Paideia students who used the Joseph saga from the Bible. This selection turned out to be one of our most successful seminars. Students understood the narrative and were very interested in questions about the characters. To prepare for this seminar, students were given the reading one week ahead of time as their English teacher worked diligently with them in an explication of the text.

February 19, 1987 Faraday's "The Chemical History of a Candle"

To prepare teachers for this document, the Paideia Developer handed out the text before Christmas. Because of its length, teachers were not as receptive to this reading as to previous materials. Consequently, the seminar discussion was not as sustained as the participants or the leader would have wished. Twenty teachers met from 2:00 to 3:30 in the Social Room for this seminar.

For the seventh student seminar, the consultant selected a Shakespearean sonnet #114 - "Let me not to the marriage" as the text. Students had read the poem in class before the seminar and felt they knew the text well enough. Close textual analysis proved difficult for the thirty Paideia sophomores in this discussion. Evaluations for these

February seminars were completed by teachers and students and given to Mr. Cleveland.

March 11, 1987

For the seventh seminar, consultants selected the USSR-U.S. Constitutions. The seminar was held at 12:00 to 1:30 to accommodate the inservice schedule. This pairing of texts was especially appropriate; teachers were glad to be given the opportunity to reread the U.S. Constitution and to study the Russian Constitution. The discussion proved very fruitful and sustained. Because it was an inservice day, the remainder of our faculty was divided into two groups for seminars led by our history teachers. All seminars were well received by the staff. To complete this topic, the Paideia Developer ordered copies of the *Tribune* Sunday supplement which examined the two hundredth anniversary of the writing of the Constitution.

For the student seminar, the thirty Paideia freshmen were engaged in a seminar on the U.S. Constitution. The discussion was lively with many questions from the students. In reading their document from their eighth-grade study and from the Paideia history teacher, John Bertacchi, who had reviewed with them, students did not feel the reading was too difficult; if anything, they felt they knew it too well.

In addition to these scheduled Matsushita seminars, we held three other student seminars with guest lecturer, Mr. George Anastaplo. For the first seminar, January 29, we selected the American short story "Dr. Heidegger's Experiment" for discussion by one of our two junior Paideia classes. As students had not previously studied Hawthorne, this reading was particularly interesting to them.

The second seminar in this supplementary series was also a Hawthorne reading, "The Minister's Black Veil" for which we selected our second junior Paideia English class. Students and leader George Anastaplo had a lively exchange about the text.

The final supplementary seminar was done with a sophomore Paideia class on a selection of Geothe's *Faust*. Students had previously read Marlowe's *Dr. Faustus* and had discussed ideas in Goethe which were suggested by their English teacher. In this seminar, Mr. Anastaplo attempted to relate Faust's wishes to contemporary life. Students have asked that these supplementary seminars continue.

MATSUSHITA SEMINARS
April 29, 1987

"Lycurgus" by Plutarch

For the eighth Matsushita seminar, we used the same text for both teachers and students. The historical reading "Lycurgus" by Plutarch proved a very effective text for the freshmen Paideia class because they have recently studied the golden age of Greece. We also used the "Lycurgus" reading for the Advanced Placement English class when they met in a seminar with their teacher and the school's principal. The senior students found a strong parallel between Lycurgus' suicide by starvation and Kafka's short story "The Hunger Artist" about a similar stance.

The teacher seminar on "Lycurgus" was particularly effective because this reading was used in December and repeated for a second time in April. Thus, teachers were able to work in depth with a text, gaining familiarity with it.

Teachers volunteered for this seminar and many were very enthusiastic about the clarity of the translation. As a follow-up, teachers were given material about Dryden, the translator. Evaluations by teachers and students were sent to Keith Cleveland.

To prepare for the Matsushita seminars at Sullivan High School, we arranged for the following activities:

1. Invited John Van Doren to a general faculty meeting on October 7, 1986. He explained the purpose and the nature of the program.
2. Invited Keith Cleveland, consultant, to speak to the entire faculty on October 7 about each reading. He provided each teacher with a brief description of the readings.
3. Explained to the faculty the various handouts taken from Paideia notebooks which relate to levels of questioning, leading a seminar, techniques for stimulating a discussion as well as a checklist for teachers and students.
4. Asked teachers to sign up for at least three seminars. (Memos attached.)
5. Set dates for ten student and teacher seminars. (A list of dates is attached.)

September 25, 1986. Matsushita Seminar #1 Plato's *Apology*

To prepare for this seminar, we gave each teacher a copy of the reading approximately one week before the seminar.

Students used the same reading. Two teachers worked with the Paideia Junior class to prepare them for the *Apology*. Their English teacher worked with syntax and diction and a history teacher discussed historical background material.

Students met with Mr. Cleveland during periods 6 and 7 in the Social Room for their seminar. Teachers were invited to observe. The principal participated in the seminar.

The day following the seminar, the Program Developer met with the Paideia class to discuss the merits of the seminar and to ask students to write out their evaluation of the discussion. (A sample questionnaire is attached).

Teachers met periods 8 and 9 on September 25 in the Social Room for their first Matsushita seminar (a list of these teachers is attached).

Following the seminar, several teachers remained to talk with Mr. Cleveland. The following day, teachers were given an evaluation to complete regarding their impressions of the seminar techniques. (A sample copy is attached.)

For the October 22 seminar, teachers were given copies of Isak Dinesen's "Sorrow Acre" two weeks before the seminar. Students also used this short story for their seminar. For both the September and the October seminars, twenty different junior Paideia students were involved.

To prepare students for "Sorrow Acre," two English teachers met with the class to discuss Greek and Norse mythology. The Paideia Developer also met with the class to review allusions and to discuss background of the author.

As with the first seminar, the students were given a questionnaire to evaluate the discussion. The Paideia Developer met with the students after the seminar to discuss their reactions to the experience. (A sample questionnaire is attached.) Teachers also reviewed their reactions to the seminar in an evaluation questionnaire which was completed after the discussion. (A sample questionnaire is attached.)

MATSUSHITA SEMINAR

May 21, 1987

Orwell and Camus

For the tenth Matsushita seminar for students, we used two contemporary readings with the senior Humanities class. This painting was especially effective because of the thematic connection about courage and decision making.

To prepare the students, the Humanities English teacher worked with the textual concerns. The history teacher prepared background about the Algerian wars. Students were very interested in the long struggle in Algeria which was hinted at in the 1954 short story.

Einstein "Geometry and Fundamentals of Physics"

For the seminar on Einstein, the reading proved difficult to those teachers not interested or knowledgeable in mathematics. As with the February seminar on Faraday's "Chemical History of a Candle", teachers were not enthusiastic about this reading. For all of the teachers and the student seminars, we prepared questionnaires for participants to evaluate the discussion. These questionnaires have been sent directly to Keith Cleveland, consultant for our series.

MATSUSHITA SEMINAR

June 11, 1987

"The Melian Dialogue" by Thucydides

For the eleventh and final Matsushita seminar, teachers and students used the same reading, "The Melian Dialogue" by Thucydides.

The freshman English Paideia class has studied the text with their English teacher, as well as with their history teacher, who gave needed background on Sparta and Athens.

Both the teacher and the student seminars were well attended and well received. Evaluations have been sent to Keith Cleveland.

As a final evaluation for the Matsushita seminar series, we invited the faculty to stay with Keith Cleveland from 4:00 to 5:00 P.M. at Sullivan High School. Teachers who had worked with their class for the student seminars were particularly interested in attending and sharing their views.

It was universally concluded that the work which Keith Cleveland did with the students was especially beneficial to the school and was a learning experience for the teachers as well.

We all concluded that we hope this seminar series is funded for a second year at Sullivan High School.

MATSUSHITA SEMINARS 1986-1987
SULLIVAN HIGH SCHOOL
CHICAGO, ILLINOIS
DR. KEITH CLEVELAND

STUDENT READINGS		*FACULTY READINGS*
9/24/86	Plato "The Apology" Junior Paideia English (Karales)	Plato "The Apology"
10/23/86	Isak Dinesen "Sorrow Acre" Junior Paideia English (Pardys)	Isak Dinesen "Sorrow Acre"
11/20/86	Aeschylus *The Eumenides*	Descartes "Discourse on Method"
12/11/86	Plato "The Crito" Senior Humanities (Price)	Plutarch "Lycurgus"
1/13/87	Genesis "Joseph Saga" Sophomore Paideia English (Glaser)	Animal Poems
2/19/87	Shakespeare Sonnet #116 Sophomore Paideia English (Miller-Kramer)	Faraday "The Chemical History of a Candle"
3/11/87	U.S. Constitution Freshman Paideia English (Anderson)	USSR & U.S. Constitution
4/29/87	Plutarch "Lycurgus" Freshman Paideia English (Barton)	Plutarch "Lycurgus"
4/30/87	Shakespeare *Henry V*--Selections Junior Paideia, U.S. History (Hawley)	Shakespeare *Henry V* Churchill "Blood, Sweat and Tears"

For school year 1987-88, Cindy Rutz and Elizabeth Drew introduced science-math seminars to a sophomore geometry class.

Mortimer J. Adler Institute for Philosophical Research
READING LIST FOR SULLIVAN MATH:
SCIENCE SEMINARS 1987-88
Seminar tutors: Cindy Rutz and Elizabeth Drew

11/04/87 - 1. Euclid: Definitions, Postulates, and Common Notions from the Elements

12/02/87 - 2. Lobachevsky: Introductory material and the proof which refutes Euclid's Postulate 5 in the Theory of Parallels

01/13/88 - 3. Ptolmy: The Almagest, Book One, sections 1-8 (9.5 pages)

02/03/88 - 4. Copernicus: On the Revolutions of the Heavenly Spheres, Book I, Intro. + sections 1-9 (12 pages)

The readings for seminars five through seven are less specific and will be finalized as the seminars proceed:

03/02/88 - 5. Galileo: Selections from Dialogue of the Two Principal Systems of the World

04/13/88 - 6. Newton: Selections from the Principia

05/04/88 - 7. Einstein: Selections about space and time in classical mechanics and his theory of relativity

06/08/88 - 8. Writings of several modern nuclear physicists, i.e. Bohr, Heisenberg, Schroedinger

The following article, taken from the *Paideia Bulletin*, sheds light on the marvelous work that these two St. John's graduates accomplished.

Reflections on Math And Science Seminars

Cindy Rutz and I, staff members of the Institute for Philosophical Research, led a series of math and science seminars in two Paideia high schools here in Chicago this year. Our goal was to show that conducting seminars in these subjects is both feasible and effective. We led the seminars with a class of sophomores at Sullivan High School and at Austin Community Academy on such readings as Euclid's *Elements* and Galileo's *Dialogue on the Great World Systems* (Reading list below).

"Why does Copernicus think that the earth moves around the sun?" "What argument does he give?" "Did Ptolemy agree?" "Why or why not?" When students were asked such questions they reeled off thoughtful comments not easy to deal with. Once, after we had read from both Ptolemy and Copernicus, a student tried to defend the proposition that Copernicus had *not* given a convincing proof that the earth moves. His classmates challenged him for doubting a thing we now "know" to be true. Yet when he asked them to prove him wrong, they were hard-pressed to do so from Copernicus' arguments.

Other questions discussed in our seminars were: "Could there be more than one parallel to a given line though a given point?" [Lobachevsky] "How might Ptolemy explain the change of seasons, particularly the six months of winter near the north pole?" [Ptolemy] "Is it possible to prove that the earth moves by means of motions observed here on earth?" [Galileo] Through such questions, the students became enthusiastic about discussing the writings of some of the great minds in mathematics and science. They have become scientists themselves, vice versa, about the behavior of falling bodies on a moving ship (or planet), and about the various parallel postulates.

Also, the students have begun to relate their own experiences of the world to the books they have read. In a seminar on Ptolemy, I asked a student what he would see if he stood facing the rising sun from the time it rose until it set that evening. There was no response, so I asked, "Where is the sun in the sky now?" Silence. This was probably the first time that his attention had been drawn to the sun's daily path across the sky. Through such questions, the students began to take more notice of what is happening in the world around them. They are discovering that their experiences of the natural world are the very same ones that these authors wrote about and grappled with.

In our Euclid seminar, we discussed the experience of the students' minds, not their senses. For example, in reading through Euclid's definitions, the students became interested in words that Euclid did *not* define, such as *contained*. They asked, "Why didn't he define this? Is it something that we all grew up just knowing?" From such questions emerged "Could someone just beginning the study of geometry understand Euclid?" To test this, their teacher asked a younger student who had not yet studied geometry to draw a triangle on the board using Euclid's definition. He did not succeed, even after several attempts. The word *contained* was unfamiliar.

Our discussion of Copernicus proved to be one of our most successful and gratifying seminars. Students were constantly their points and to be quiet when someone was speaking. Sometimes the noise got out of hand. Once a student told his classmates, "Will you please let this young lady finish. I want to contradict her but I need to know what she's saying first." Humor aside, it is one of the real joys of seminars when students take responsibility for their own learning as well as that of their classmates.

In leading these seminars, we have discovered not only how curious and full of wonder fifteen-year-olds are but also to what extent their curiosity seems not to have been nurtured by conventional presentations of science and mathematics. Some teachers seem to think that knowledge of a subject means knowing answers. We submit that knowledge has more to do with understanding the questions to which the answers respond.

--*Elizabeth Drew, Paideia staff*

Below is the reading list.

Euclid. *Elements* Book I.
Definitions, postulates, common notions.

Lobachevksy. *Geometrical Researches on the Theory of Parallels*. Theorem 16.

Ptolemy. *Almagest*.
Book I, sections 1-8 (selections).

Copernicus. *Revolutions on the Heavenly Spheres*. Book I, sections 1-9 (selections).

Galileo. *Dialogue on the Great World Systems*. University of Chicago Press. 1953. The Second Day, pp. 153-160 (selections).

Einstein. *The Theory of Relativity*. Part I, section 1 "Physical Meaning of Geometrical Propositions."

Having fresh faces in the building helps the morale of faculty and lends credence to the monumental task that we're trying to accomplish. After all, what teacher doesn't become a little weary listening to us principals complaining about what wasn't done, completed or improved upon.

Eileen Barton, English teacher at Sullivan, invited me into an introduction to English class (Stanines 1-3). She used Dr. Adler's Wednesday Revolution approach to enhance reading comprehension. I noticed that after the first of two class periods, their attention span waned, but only after a discussion that was very lively. For the second period, she coached and introduced skill building drills after the seminar. Students in her class were given pre- and posttests on the Gates D1, 2 and 3 reading assessments. Their average gain was fifteen months for the school year. Twenty gained, two regressed, and one student had no gain.

We didn't buy into this program to only get test results, but we're happy to report percentage increases of from 2% to 14% in reading and math throughout the school. The Tests of Achievement and Proficiency was the instrument administered throughout the Chicago school system.

TAP MEDIAN PERCENTILES--1986-87

	Year	
READING	Freshman-Sophomore	+ 2 % points
	Junior-Senior	+ 5
MATHEMATICS	Freshman-Sophomore	+ 4
	Junior-Senior	+14
WRITTEN EXPRESSION	Freshman-Sophomore	+ 0
	Junior-Senior	+ 3
USING SOURCES OF INFORMATION	Freshman-Sophomore	+ 7
	Junior-Senior	+ 6
SOCIAL STUDIES	Freshman-Sophomore	+ 2
	Junior-Senior	+ 5
SCIENCE	Freshman-Sophomore	+ 6
	Junior-Senior	+ 5

The low income percentage for Sullivan increased from 27.2% to 33.6%. The school, however, remained stable at 92.8% in 1986. The sophomore to junior transition was negative from 2% to 9%. The math, science, English and social studies departments met to discuss why such excellent achievement had been marred and what could we do to better prepare our students. Overall, we were happy with the results but a little confused.

Why a Handbook?

On Thursday, October 18, 1988, elementary School teachers from twenty-four representative institutions met at Sullivan to discuss Plato's "Apology." Most of the Sullivan teachers had done this several times. The elementary teachers added spice and took the edge off the constant arguments of my faculty about virtue, truth, happiness, etc. I wondered how many faculties have an opportunity to flex their intellectual muscles with their peers over coffee and at the same time train other teachers in how to "attack" a reading. What's the best opening question? What position in the reading is in contravention to a thought or another reading? Can you back up that position with something from this reading?

I thought about Plato's "Symposium" and how Socrates, Alcibiades and their fellows sat around and discussed among other things, "love." I think we enjoyed ourselves at least as much as they.

My previous experience with teachers was that they didn't care very much for any inservice. I was happy that we seemed to be reaching a point of quiet confidence in discussions, and we seemed to be able to pass on this feeling to the Sullivan student body.

CHAPTER FOUR

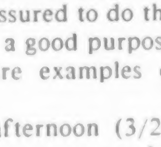
Related Literature

One of the basic rules of having a successful seminar is that each book or textual assignment has to be re-read each time without any notes from a previous reading. This chapter will be the incontravention of that rule. Giving the seminar leader sample readings and opening questions makes me uneasy. I am being pressured to do this by respected colleagues and, hopefully, it will serve a good purpose. Therefore, the sample readings presented here are examples of seminars that are usually always successful.

While hosting elementary teachers in two afternoon (3/26, 4/10/88) seminar reading inservice sessions, an elementary teacher mentioned that she read differently for the second seminar. Reading for participation in a seminar requires more than casual perusal. You read differently if you know you will be called upon to rebut or support a position.

The teacher's goal in each seminar should be to get the class involved in the discussion. Secondly, the leader wants the participants to support or rebut each other as previously mentioned. The most gratifying experience that a teacher will have in discussion will be watching students compare previous readings with the present dialogue. You should always try to reach this level when multiple readings have been completed by everyone in the group.

Some of the readings presented here do not have to be given in any particular sequence, but they can be thematically related to build foundations of understanding. For example, "Letter From the Birmingham Jail" by Dr. Martin Luther King, is an excellent resource for discussing justice and injustice in our society. The discussion can be facilitated by using these or similar questions such as: What is the difference between



Martin Luther King

a just and unjust law? Did the undersigned clergymen make a good case to Dr. King? Is Dr. King unreasonable? Why or why not? Is the church the best place to discuss and solve social problems?

> Race Relations: *Black Boy. Native Son*, Richard Wright. Dr. Martin Luther King's "Letter From the Birmingham Jail." *Plessy vs. Ferguson. 1896. The Color Purple*, Alice Walker. Class Relations: *The Grapes of Wrath*, John Steinbeck, *The Jungle*, Upton Sinclair. *Man's Inhumanity to Man in War--All Quiet on the Western Front*, Eric Remarque. *The Red Badge of Courage*, Stephen Crane. On Immortality: *The Bible. Genesis, The Books of John and Job. Faust*, Goethe. *Faustus*, Christopher Marlowe, *Gilgamesh* and "Phaedo" by Plato.

Related Readings

1.	"Letter From the Birmingham Jail"	Martin Luther King
2.	*The Apology*	Plato
3.	*Plessy v. Ferguson*	1896
4.	*The Jigsaw Man*	Larry Niven
5.	*The Ethics of Living-Jim Crow*	Richard Wright
6.	*Happiness*	Aristotle/Herodotus
7.	*Lycurgus*	Plutarch
8.	*The Virtue of Courage*	Mortimer Adler
9.	*The Sniper*	Liam O'Flaherty
10.	*The State of Nature/Property, On Property*	John Locke
11.	*The Earth Does Not Belong to Man. Man Belongs to the Earth*	Chief Seattle/Marcus Tillius
12.	*On Friendship and Justice*	Marcus Tillius/Cicero
13.	*Without Words*	Elliot Merrick
14.	*The Secret Sharer*	Joseph Conrad
15.	*Antigone*	Sophocles

The Apology by Plato

Was a crime committed? Is it the one submitted by Socrates' accusers? Does pride or self esteem play any part in Socrates' defence? Is Socrates defending himself or accusing his accusers?

Apology by Plato

The *Apology* is an account of Socrates' defense of himself as it was presented before the Council of Athens. Socrates begins his defense by making an introductory statement concerning the manner of his speaking (speaking style). The judges have been warned by Socrates' accusers not to be deceived by his eloquence. Socrates states that he is not a rhetorician and insists that the only type of eloquence he may use is that which sets forth the truth in a language that can be understood by everyone. Socrates tells those that are to judge him that they should not be concerned with his manner of speech but with the justice of the cause for which he pleads.

There are two kinds of accusations that Socrates replies to in making his defense. The first or the older accusation goes back over a period of many years. Most of those who made the charges are not at the trial. These accuse Socrates of being an "evil-doer" and he "searches into things under the earth and in heaven, and he makes the worse appear the better cause; and he teacher this doctrine to others."

Socrates declares that these accusations are not true and have hurt his reputation. He insists that he is not interested in the physical sciences nor has he claimed to know anything about them. While he may have questions about such things, Socrates prefers to study those matters that concern moral conduct and the soul.

Socrates continues by relating a story that explains why other rumors were started about him and the wisdom he claims to have. It had been declared by the Oracle of Delphi that Socrates was the wisest of all men of Athens. Socrates was surprised at this and began an investigation. He questioned a politician, then two poets, and artesians. Socrates discovered that he was wiser because he is aware of his own ignorance and the others are not. Throughout this investigation, Socrates made many enemies.

Over the years another source of the prejudice against him has developed. Some of the wealthier young men have been attracted to Socrates because they are fascinated by the way in which he exposes the ignorance of those claiming to be wise. They note how these men who are examined and lack the wisdom they profess to have, become very angry with Socrates instead of with themselves. They call Socrates a dangerous character and a misleader of youth and his influence should be brought to an end.

Even though there is no proof against him, this leads to the specific new charges now being made against Socrates. He is accused of being a doer of evil in that he corrupts the youth, does not believe in the gods of the state, and has introduced new divinities of his own. Socrates questions Meletus, his chief accuser. Meletus is shown to be contradicting himself and his accusation absurd.

Socrates then talks about death. He will not stop what he is doing so death is imminent. He says he is not afraid. He prefers death rather than disgrace. It is better to die honorable than to live in dishonor. Socrates continues to stress the importance of improving the soul rather than to worry about person or property.

There are other alternatives to Socrates other than death. These include fines, exiles or to stop his type of conversation that causes so much controversy. Socrates refuses all of these especially the last one because he believes that the greatest good of man is to converse about virtue daily. He should continually examine himself and others. Socrates believed that the unexamined life is not worth living. Socrates warns his accusers that by condemning him to death they are harming themselves more than harming him. He believes that it is better to suffer injustice than it is to practice injustice.

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Antigone by Sophocles

Was Antigone foolhardy? Brave? Foolish? Loyal? Why was it important for King Creon to have his decrees followed exactly as he stated them without exception? Were there any victors in Antigone?

Antigone by Sophocles

As the play opens Antigone tells her sister, Ismene, that the new king, their uncle, Creon has forbidden the burial of their brother, Polyneices. Antigone plans to defy the order and ask Ismene to help. Ismene is afraid and says that they are only women and are too weak to go against the king. Antigone asserts that her duty is to the dead and the gods and not the king. It is learned that Polyneices and Eteocles, brothers, killed each other in battle.

Creon then explains his decision about Polyneices' corpse. Polyneices was a traitor to the city of Thebes, and this retribution will deter those who betray their homeland. Thus one of the major conflicts of the play is presented, law of the state versus the law of religion (gods).

A sentry informs Creon that someone has buried Polyneices' corpse. Antigone is found to be the one who defied Creon. She asserts that what she has done is honorable and does not fear her punishment. Creon suspects that Ismene is an accomplice, but Antigone assures him that she is not. Creon questions the mental stability of the sisters. Creon refuses to spare Antigone even though she is betrothed to Haimon, his son. Haimon then intercedes on Antigone's behalf. He appeals to Creon's reason and suggests that in view of the new mounting public opinion, it would be better to temper justice with mercy. However, Creon will not yield. He appears to be too proud and inflexible. Ismene will be spared but Antigone is to be sealed in a cave outside the city and be given a small supply of food. Haimon tells Creon that he will never see his son again.

As Antigone is guarded by soldiers, she appears to be less defiant and self-assured. She does not regret defying Creon's orders, but she realizes that her life is coming to an end, and she will not be able to experience many of the joys of life.

Tiresias, the blind prophet, warns Creon that the gods are angry about the blasphemous treatment of Polyneices' corpse. He tells Creon that the city will be punished and advises him not to be ruled by self-will. At first Creon does not believe Tiresias and accuses him of seeking personal gains. After a second warning which is to involve the fate of his sons, Creon seeks advice from the elders of the city. He decides to bury Polyneices and free Antigone.

Creon is too late. After burying Polyneices, he goes to the cave where Antigone has been entombed. He finds Antigone has committed suicide and Haimon mourning over her body. Haimon first attacks his father then stabs himself with his sword. When Creon returns carrying Haimon in his arms, he learns that his wife Eurydice has killed herself after hearing the news of Haimon's death.

Creon takes full responsibility for all that has happened and prays for his own death.

Lycurgus by Plutarch

> Is the Spartan City state totalitarian? Communistic? Socialist? Democratic? How would Lycurgus be received today as a world leader? Would an equal division of property? Communal living? Exercise in various states of undress be tolerated today? Is this a better system for educating children? Is money necessary? Why?

Lycurgus
(Legendary, 9th Century B.C.)

The certainty of actual family lineages or the time of his actual rule has been debated among historians, but what is agreed upon is that Lycurgus was known as the lawgiver of Sparta.

Lycurgus began his reign as king as the right of succession (as everyone thought) was passed on to him after the death of his brother. However, it was soon learned that his sister-in-law, the queen, was with child. Lycurgus then declared that the kingdom belonged to the child, provided it was a male and that he would retain regal jurisdiction only as the child's guardian. The queen made an overture to Lycurgus and said that she would destroy the child if he would marry her. This would ensure the kingdom to Lycurgus. Lycurgus rejected her proposal and saw to it that the child was protected. He resigned eight months before he sensed the growing hostility of the queen and members of her family. Before matters got out of hand, Lycurgus decided to endeavor on a voluntary exile, but not before he had established the fact that he was an honorable and virtuous man.

During this exile, Lycurgus traveled and studied the laws and customs of many customs. He learned what he considered to be effective while rejecting those he considered useless. Lycurgus first went to Crete where he met a lyric poet, Thales, a man who had a profound influence on him. The songs that Thales composed conveyed the impressions of order and tranquility. This is what Lycurgus hoped to accomplish.

In it said that in Egypt Lycurgus observed the custom of separating the soldiery from the rest of the nation. This was something else that Lycurgus wanted to transfer to the Sparta.

Lycurgus was missed in Sparta, and he was often sent for to advise in matters of state. He decided to return to Sparta and to act as a physician in that he hoped to cure a diseased society.

Lycurgus made many changes. The first and of greatest importance was the establishment of a senate. This senate consisted of thirty senators and served as a balance between an absolute monarchy and a pure democracy. This act gave the government a happy balance and temper.

The next task was to make a division of lands. Lycurgus' goal was to rid the state of arrogance and envy, luxury and crime. Men were asked to renounce their property and live together as equals, and what was yielded from that property should not be superfluous to the needs of those living there. The basic belief was to be that man should be judged on his merit, not by his property.

The next step was division of movables to ensure that no inequality was left. All gold and silver coins were called in and iron would take its place. The rational was to discourage a storage of wealth. Who would want something of so little value and of great weight? This led to the banishment of many vices. It also meant that there was no longer a means of purchasing foreign goods. Likewise, the artesians no longer made useless things, but they began to exhibit their skills in giving beauty to those things that were necessary for everyday use.

Next, Lycurgus declared that all should eat in common. The rich and poor should eat of the same bread and meat. This point exasperated some of the wealthier men. It got to the point where Lycurgus was stoned. He was able to escape all but one man. Alexander, who put out one of his eyes. Instead of punishing the man, Lycurgus took him in. Alexander soon realized that Lycurgus was an extraordinary man and became one of his most ardent believers.

The laws of Lycurgus were never put into writing. In fact it was forbidden in the ordinance of Rhetra. He believed that these should be imprinted on the hearts of their youth by discipline. There they would find a greater security.

A second ordinance of Rhetra was to forbid luxury and expensiveness. Thus homes should be built and furnished modestly. A third ordinance stated that they should not go to war too often or too long with the same enemy. It was felt that by doing this, the enemy was being trained and instructed in the strategies of war by continually defending themselves.

Education of the youth was a great importance. Therefore, the regulation of marriage and their very conception and birth was a matter of great importance. It was believed that the children were the property of the whole commonwealth. They were not the property of their parents. Their education stressed a continued exercise of ready and perfect obedience. They were also taught to comprehend and to respond in few words. Excess, even in this, was superfluous.

What Lycurgus did was to develop a society in such a way that they neither would nor could live in isolation from their fellow citizens. Their main consideration was that which dealt with the public good and were totally devoted to their country. As rigid as this society appears to be, the reason it endured for hundreds of years is a point to be considered.

SYNOPSES

1. *Flatland*, Abbott.

With wry humor and penetrating satire, *Flatland* takes us on a mind-expanding journey into a different world to give us a new vision of our own. A. Square, the slightly befuddled narrator, is born into a place which is limited to two dimensions --irrevocably flat--and peopled by a hierarchy of geometrical forms. In a Gulliver-like tour of his bizarre homeland, A. Square spins a fascinating tale of domestic drama and political turmoil, from sex among consenting triangles to the intentional subjugation of *Flatland*'s females. He tells of visits to Lineland, the world of one dimension, and Pointland, the world of no dimension. But when A. Square dares to speak openly of a third, even a fourth dimension, his tragic fate climaxes a brilliant parody of Victorian society. An underground favorite since its publication in England in 1884, *Flatland* is as prophetic a science-fiction classic as the works of H. G. Wells, introducing aspects of relativity and hyperspace years before Einstein's famous theories, and it does so with a wonderful, enduring enchantment.

2. *Manchild in the Promised Land*, Brown.

Claude Brown is a black man who made it out of the ghetto, who pulled himself up from Harlem, from the gang wars, the crime, the dope pushing to become a law student at one of America's leading universities. *Manchild in the Promised Land* is his story. It is one of the most extraordinary autobiographies of our time.

3. *Faust*, Goethe.

In his profoundly moving masterpiece, Goethe dramatizes the ceaseless striving of modern man to solve the mysteries of energy, pleasure, and the creation of life.

4. *The Prince*, Machiavelli.

For over four hundred years, *The Prince* has been the basic handbook of politics, statesmanship, and power. Written by a Florentine nobleman whose name has become a synonym for crafty plotting, it is a fascinating political and social document, as pertinent today as when it first appeared. Machiavelli wanted to set down for all time the rules and moves in the ageless game of politics, and, as the most successful statesman of his day, he devised this highly readable formula for the man who seeks power. There was little modern democracy in sixteenth century Italy, and as a result, Machiavelli's work became thought of as a blueprint for dictators--instead of a guide for efficient democratic government.

5. *The Communist Manifesto*, Marx and Engels.

The Communist Manifesto was written in 1848 as an inflammatory outcry against capitalist exploitation of the working class. The *Manifesto* calls upon workers of the world to unite and revolt against their oppressors, to abolish private property and free enterprise, and to form a kind of workers' community in which everyone would have an equal share.

6. *Nectar in a Sieve*, Markandaya.

This beautiful and eloquent story tells of a simple peasant woman in a primitive village in India whose whole life was a gallant and persistent battle to care for those she loved. Married as a child bride to a tenant farmer she had never seen, she worked side by side in the field with her husband to wrest a living from land that was ravaged by droughts, monsoons, and insects. With remarkable fortitude and courage, she sought to meet changing times and fight poverty and disaster. She saw one of her infants die from starvation, her daughter become a prostitute, and her sons leave the land for jobs which she distrusted. And, somehow, she survived...

7. *The Tragedy of Doctor Faustus*, Marlowe.

The Tragedy of Doctor Faustus dramatizes the downfall of a learned man who made a pact with the devil to gain infinite knowledge. From the time he first conjured up Mephistopheles until he was dragged down to hell, repentance could have saved him had he not been blinded by his intellectual pride.

8. *1984*, Orwell.

Aldous Huxley's *Brave New World* and George Orwell's *1984* are the great modern classics of "Negative Utopia"--not dramas of what life might be ... but nightmares of what it is becoming.

The world of *1984* is one in which eternal warfare is the price of bleak prosperity, in which the Party keeps itself in power by complete control over man's actions and his thought. As the lovers Winston Smith and Julia learn when they try to evade the Thought police, and then join the underground opposition, the Party can smash the last impulse of love, the last flicker of individuality.

9. *Cry the Beloved Country*, Paton.

First published in 1948, *Cry the Beloved Country* stands as the single most important novel in twentieth-century South African literature. A work of searing beauty, it is the deeply moving story of the Zulu pastor Stephen Kumalo and his son Absalom, set against the background of a land and a people driven by racial injustice. Remarkable for its contemporaneity, unforgettable for character and incident, *Cry the Beloved Country* is a classic work of love and hope, courage and endurance, born of the dignity of man.

10. *All Quiet on the Western Front*, Remarque.

This is the testament of Paul Baumer, who enlists with his classmates in the German army of World War I. They become soldiers with youthful enthusiasm. But the world of work, duty, culture, and progress they had been taught breaks into pieces under the first bombardment in the trenches.

Through years of vivid horror, Paul holds fast to a single vow: to fight against the principle of hate that meaninglessly pits young men of the same generation but different uniforms against each other, if only he can come out of the war alive.

11. *The Jungle*, Sinclair.

In this powerful book we enter the world of Jurgis Rudkus, a young Lithuanian immigrant who arrives in America fired with dreams of wealth, freedom, and opportunity. And we discover, with him, the astonishing truth about "Packingtown," the busy, flourishing, filthy Chicago stockyards, where new world visions perish in a jungle of human suffering. Upton Sinclair, master of the "Packingtown," the busy, flourishing, filthy Chicago stockyards, where new world visions perish in a jungle of human suffering. Upton Sinclair, master of the "muckraking" novel, here explores the workingman's lot at the turn of the century: the backbreaking labor, the injustices of "wage-slavery," the bewildering chaos of urban life.

12. *The Theban Plays*, Sophocles.

These three plays by Sophocles (496-406 B.C.), though they are all based on the legend of the royal house of Thebes, were written at different periods and dramatize different themes. *Antigone* is the tragedy of a woman ruled by conscience, an over-confident king, and a young man tormented by conflicting loyalties. *King Oedipus* is a vast and living portrait of man, without parallel in the Greek theatre, and *Oedipus at Colonus* completes the story with the legend of the passing of the aged hero.

13. *The Grapes of Wrath*, Steinbeck.

When John Steinbeck's *The Grapes of Wrath* first appeared in 1939, it electrified an America still convalescing from the Depression. Particularized in the story of the Joad family, the novel is not only a powerful dramatization of the forced migration of the "Okies" from their bank-foreclosed fields and farms, it is a dramatization as well of the plight of the dispossessed everywhere. Written out of passionate conviction by a master storyteller, *The Grapes of Wrath* is both a great social document of an era and a milestone in American fiction. Those who have read it before will find a new impact in the rereading of it, and those of a later generation who come to it for the first time will have the shock of a major literary discovery.

14. *The Color Purple*, Walker.

Alice Walker, creator of the story, has been praised on one side as a major heroine and giant in American literature, and vilified on the other as a traitor to her race, a marginal talent upon whom praise is heaped because she is a woman, and a pawn/weapon employed by white men to subjugate black men, whom they view as their natural enemy in the continuing struggle over male power.

In a strange and wonderful way, these wildly divergent reactions are a testament to the power and talent of Alice Walker. Like the best writers of any era, she has probed deeply into the soul of the nation in which she was bred and, in doing so, has brought to light our country's dark secrets.--Richard Wesley.

15. *Native Son*, Wright.

Right from the start, Bigger Thomas had been headed for jail. It could have been for assault or petty larceny; by chance, it was for murder and rape. He was a "nigger" in a white man's world, and his crimes upset the whole of Chicago. He killed his first young victim in an unpremeditated moment of panic--and found himself caught up by forces outside his control and understanding. But at last he felt alive. He felt a sense of freedom and identity in his acts of violence that neither his woman, Bessie, with her whiskey, nor his mother, with her religion, had been able to give him.

Set in Chicago in the 1930s, Wright's powerful novel is just as meaningful today as when it was written, both in its unsparing reflection of the poverty and feelings of hopelessness experienced by people in inner cities across the country and in what it means to be black in America. An undisputed classic since it was first published in 1945, *Native Son* has sold close to three million copies.

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CHAPTER FIVE

A Merging of Philosophies:

The Next Steps

February 22, 1989

After attending the National Coalition of Essential Schools convention in Ft. Lauderdale, Florida (February 1989), and meeting Dr. Ted Sizer and many of his associates, some ideas which were opaque became lucid.

I had not come to a conclusion which would best serve the Sullivan graduating seniors. Basically, I wanted to know how far we teachers and students had come in reading for the purpose of discussion, speaking in an organized manner, and having the ability to relate facts and opinions of several readings into a cohesive conversation. I remembered the final exam approach used by St. John's for seminars in which we read several texts and individually discussed them with two tutors for two hours. Why not use this method on a broader scale, dividing the senior class of 190 students into 19 groups of 10, replicating the discourse of Scott Wiggins at the National Conference of Coalition of Essential Schools on diploma by exhibition?

Three textual assignments would be given to the seniors to complete in one month two weeks before graduation. The readings would be thematic, i.e., *The Merchant of Venice*, *Othello*, and *Julius Caesar*, or Ibsen's *A Doll House*, Montague's "The Natural Superiority of Women," and Anderson's "Barefoot in Athens." Two teachers would be assigned to each group of eight to ten seniors for two hour seminars. A four or five page paper would be required assessing the seminar and/or the readings. A written final exam would be optional.

Any innovation or change of environment is a cause for concern for most of us. The faculty came to grips with the need for a final evaluation instead of non-participation in classes or senioritis exhibited annually by our prospective graduates. After several meetings and choosing "Why War" by Sigmund Freud, Lincoln's "Gettysburg Address" and two related short stories about the American Civil War, we talked to students individually and in small groups about what "diploma by mastery" meant. There was a ripple of concern.

I met twice with the senior class in the school auditorium. There was some hostility. Why us? Why now? Do it to the next class. I answered every question and agreed to further discussion. Parents called. My district superintendent called. Significant others called. It finally died down.

I wanted to utilize our four year complementary curriculum as a foundation leading to the finals of the "diploma by mastery," particularly the readings offered in the last year in the enrichment, all-school and selected classroom seminars.

Because every student at Sullivan would be totally immersed in Paideia class readings, I wanted continuity and structured reasons for children to read more on a voluntary basis. The four year list given to every parent for planning ahead would eventually serve as a guide for movement through the grades and to each level, finally ending with a high school diploma and documented exercises in thinking, speaking and writing.

The revised schedule was completed after several meetings with interested departments. It seemed as though we were ready. We wouldn't be sure until after we had completed every assignment connected with this venture.

Diploma by Exhibition

This year there is an added requirement for graduation from Sullivan High School. Each senior will have to participate in a seminar and turn in a paper on that seminar. There will be no more than eight seniors and two seminar leaders in each seminar, and all seniors will be expected to participate. The seminar and paper will be graded pass or fail by the seminar leaders.

What every graduating senior must do to receive a diploma on June 16, 1989:

1. Read the seminar reading that will be distributed on **May 1**.
2. Show up for the assigned seminar prepared to discuss ideas in the reading on **May 22**.

3. Write a 3 to 5 page paper about the reading and ideas discussed in the seminar. Students will select topics from questions provided for them.
4. Turn in paper to English teacher by **May 26**. (If a senior is taking multiple English classes, the senior is to choose in which English class he/she would like the seminar and paper to count.) Both seminar leaders will read each senior's paper after the English teacher has verified it is the student's own work.
5. Notification to seniors of pass/fail performance on **June 2**.

A failure in the seminar and/or paper does not necessarily mean that the student will automatically fail. There will be one make-up seminar as well as one chance at making up the paper. For this reason no senior should be absent from the first seminar date. Absent seniors will forfeit their second chance as only one set of make-ups is scheduled.

1. Make-up seminar - **June 6**.
2. Written make-up paper due - **June 8**.

A FAILURE IN THE SEMINAR/PAPER MEANS THAT THE SENIOR MAY FAIL THAT ENGLISH CLASS AND MAY HAVE TO MAKE UP THAT HALF CREDIT IN SUMMER SCHOOL.

For those students who feel they need extra help, Ms. Ruffalo will provide a schedule of teachers who are willing to tutor seniors both in the seminar and paper. This schedule will be available with the seminar reading.

March 23, 1989

To: English Teachers
From: P. Miller-Kramer
Subject: Diploma by Exhibition

Attached please find the agenda for the meeting we will be having with Dr. Brazil. The meeting will be held Monday, March 27th, during sixth period in room 108. Those teachers who have lunch please bring your lunches to room 108. For those of you who have classes or a duty that period, coverage will be provided by the main office. We are meeting sixth period because the majority of English teachers have lunch and it would cause the least disruption of classes. Since we have missed so many classes due to programming and the all-school seminar I felt that we would not want to miss class if we did not have to.

Please look over the agenda. It includes tentative solutions to some of the questions raised as well as questions that still need to be resolved. If you do not agree with a proposed solution please have an alternate suggestion ready so we may best utilize the limited time we have available for meeting. A timetable for seniors is also attached.

Thank you all for your time and efforts to make this program workable.

Agenda for March 27th

1. What weight will seminar be given in English class?
2. What weight will paper be given in English class? (It has been suggested that a pass will not affect grade, only a failure. What is department's determination? Dr. Brazil has suggested that if a senior passes both the oral and written seminar the senior will be exempt from a final exam in that English class.)
3. Who will grade the paper? (Seminar leaders will grade oral performance. Should they also grade the paper or should the English teacher involved grade the paper? If paper is not graded by English teacher it must be given to the English teacher to verify that it is the student's work.)
4. Who will determine the question for the paper? (It has been proposed that the English teachers prepare five questions for the essay.)
5. If a senior is taking multiple English classes, how do we determine which English class the seminar/paper counts for?
6. Failures
    a. If a student is absent it has been proposed that the student be given a make-up seminar/paper on the same material.
    b. If a student fails either the oral or the written part (or both) a committee composed of Dr. Brazil, the English teacher, and Kathy Ruffalo will meet to determine if that senior should be retested or if some alternative should be offered such as a final in that English class. This should

meet the needs of those students who are mentally handicapped, have learning disabilities, or severe language problems.

7. Student preparation for seminar Kathy Ruffalo is taking the names of teachers who will volunteer one period a day to coach students. (This period will be a preparation period, not division guidance.) She will make the list available to the seniors.
8. Student preparation for paper. Kathy is taking names of teachers who will volunteer one period a day to coach students. (This period should be a preparation period, not division guidance.) I have ordered a computer writing program which generates an outline for a student by asking questions in a specific order about his/her topic. This program will be available to seniors in the Tandy lab.
9. Teacher preparation for seminar. What preparation, if any, will be available to seminar leaders?
10. Junior demotes and summer school graduates. Kathy will look at her list. All junior demotes who have the possibility of graduating with their class will be included in the seminar/paper. Summer school graduates will not be included.
11. Copies of the senior requirements should be given to them in writing at the assembly announcing the procedure.

Calendar for Diploma by Exhibition

May 1st - Seniors receive reading
May 15th - Senior Seminars
May 19th - Senior seminar papers due
(during this time there will be committee meetings on failing seniors.)
June 2nd - Posting of Seniors pass/fail performance
June 7th - Make-up seminar
June 12th - Senior final exams begin
June 13th - Written make-up paper due
June 20th - Graduation

CONCERNS AND RECOMMENDATIONS RELATIVE TO "DIPLOMA BY EXHIBITION"

CONCERN #1

My primary concern is that unless we begin this process of testing this school year, the money will not be available to Sullivan anytime in the future. Beginning this school year will qualify Sullivan with having the experience över the other schools.

CONCERN #2

Parents, guardians and students may capitalize on the amount of time the seniors were given to read the material, that is, in the event that the student fails the examination. Some seniors will probably fail the examination the first time. Will there be enough time for the student to re-read the information before he takes the examination a second time?

RECOMMENDATIONS:

It is recommended that the student be tested in the following manner in order to qualify for passing the examination:

1. Student, along with two teachers participating in a seminar
2. Student writes a paper on the seminar participated in with the two teachers
3. Classroom teacher gives a final examination to the student ONLY IN THE EVENT THAT THE STUDENT FAILS #1 or #2
4. The grade of PASS-FAIL should be used. If the student passes the first two phases of the examination, there should be no reason for the student to take the classroom teacher's examination. Any two PASS should be considered as having met the requirement for graduation.

The following are suggested readings in preparation for the DIPLOMA BY EXHIBITION ENDEAVOR:

WHAT IS A LIBERAL EDUCATION?
- Sir Richard Livingstone

THE REAL PURPOSE OF A COLLEGE EDUCATION
- F. J. Sheed

THE REAL FUNCTION OF A UNIVERSITY
- John Henry Newman

Claude J. Davis

cc: Miller-Kramer
Ruffalo

TO: Seminar Leaders
FR: K. Ruffalo

Please find attached a list of the seminar groups participating in "Diploma by Exhibition." On Monday, May 22, there will be a Teachers' Bell Schedule with 9th and 10th periods canceled. Seminar leaders and students participating in the seminars are to report to their assigned room.s Students have been notified of their room assignments by their division teachers.

Thank you for your cooperation.

"Diploma by Exhibition" Seminar Groups

Group	Room	Seminar Leaders	Group	Room	Seminar Leaders
1	206	Alvey/Middleton	11	230	Gomberg/Rowan
2	108	Armstrong/Jennings*	12	317	Hahn/Wainer
3	208	Barton/Vines	13	121	Jacoby/Steans*
4	137	Becker/Hawley	14	210	Jones/Velazquez
5	213	Bertacchi/Kay	15	236	Karales/Sarich
6	313	Blair/Kishkunas	16	205	Lobell/Lundy
7	124	Blustein/Prince	17	207	Maltz/D. Smith*
8	135	Butler/Pardys	18	328	Miller/Kramer/Schlack
9	136	Davis/B. Smith*	19	110	Moskowitz/White
10	106	Dittermore/Zukerman			

The readings for the "Senior Seminar" are:

"Why War?" by Sigmund Freud
"Gettysburg Address" by Abraham Lincoln
"The Coup de Grace" and "Parker Adderson, Philosopher" by Ambrose Bierce

The following teachers will be available for tutoring:

- Ms. Hawley - Per. 5 MWF - Social Room
- Ms. Jennings - Per. 6 TRF - Room 137
- Ms. Pardys - Per. 9 M-F - Room 315
- Ms. Gomberg - Per. 10 R - Room 230
- Ms. Miller-Kramer - Per. 8 MWRF - Room 328
- Ms. Karales - Per 10 MW - Room 313
- Ms. Blair - Per. 3 TR - Math Office
- Mr. Velazquez - Per. 2 TR - Math Office
- Ms. Steans - Per. 10 MTR - Social Room
- Ms. Armstrong - Per. 4 MW - Room 315
- Mr. B. Smith - Per. 7 TW - History Office

STUDENTS ARE TO ARRANGE APPOINTMENTS WITH TEACHERS PRIOR TO THE TUTORING SESSIONS.

"Diploma by Exhibition"

Select one of the following topics for your essay. The length should be 3 to 5 pages. Use the structure of the question as an outline when writing your essay.

Topic I

A. Compare and contrast the following quotes:

"--that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth." (final lines from "Gettysburg Address")

and

"Why War?" - page 11, lines 9-22

"The justice of the community then becomes an expression of the unequal degrees of power.....from unequal to justice for all."

B. Several men in the Bierce stories die. Select 2 and tell how their experiences relate to the quotes from Lincoln and Freud.

C. Based on what you have written so far, explain which of these writers most accurately describes reality. Give several reasons.

Topic II

A. Reread pages 12 & 13 of Freud. Explain what Freud means when he says the erotic and aggressive instincts rarely operate in isolation.

B. Why did Captain Madwell kill his friend? Explain if this was both erotic and aggressive.

C. Why did Parker Adderson kill the guard? Explain if this was both erotic and aggressive.

D. According to Lincoln, why did the soldiers at Gettysburg sacrifice their lives? Explain if this was both erotic and aggressive.

E. Do you agree with Freud that war is a result of both man's erotic and aggressive instincts? Explain

Topic III

A. Freud writes on page 14, "The death instinct turns into the destructive instinct?" What is the death instinct? What is the destructive instinct?

B. Parker Adderson believes he will hang in the morning. The general orders him shot immediately. (pages 80-81) What is Adderson's response towards death before the general's order? What is Adderson's response after the order? How would Freud explain the change?

C. Does Captain Madwell have a death and/or destructive instinct? Why or why not?

D. In light of what you have written about the death and destructive instinct, was Lincoln glorifying war in the "Gettysburg Address?" Explain.

Topic IV

A. Which reading (rank in order) offers the strongest anti-war position? Support your answer with specific references to the readings.

Topic V

A. Refer to page 12 of Freud and define both the aggressive and erotic instincts.
B. Give examples of both the aggressive and erotic instincts in "Why War?"
C. Give examples of both the aggressive and erotic instincts in the "Gettysburg Address."
D. Give examples of both the aggressive and erotic instincts in the Bierce stories.
E. Do you agree with Freud? Explain.

TO: Seminar Leaders
FR: K. Ruffalo
RE: "Diploma by Exhibition"

Please distribute title pages and essay topics to student participants at the end of the seminar. Remind the students that the essays are due on Friday, May 26. Essays will be collected by the English teachers who distributed the readings.

Thank you for your cooperation.

Beginning in September 1989, Sullivan will enroll up to but not exceeding 120 seventh and eighth graders. The Paideia program will encompass grades 7 to 12. Eighth grade graduates will also receive diplomas based on mastery.

Obviously, this kind of strategy can only prove successful with continuous involvement of school personnel in on-going professional development seminars. The focus of the future will be to bring together the nation's education leaders for the initial purpose of networking. Every summer should be for re-dedication in a central setting. With this in mind, I began communicating with Dr. Paul Thurston, Chairman, Department of Administration, Higher and Continuing Education, and Dr. Fred Coombs, Associate Dean, School of Education.

Seminar Leaders,

Please list the names of those students who were absent from your seminar.

Student Division

1.______________________________

2.______________________________

3.______________________________

Seminar Leaders:____

____

Please return list to Mrs. Ruffalo after the seminar.

Title:____________________________
Topic Number:__________
Name:______________________________
Division:________________
Seminar Leaders:____

____

English Teacher to Receive Credit:__________________________

THE PAIDEIA GRADUATE INSTITUTE

A meeting was called at the Chicago Board of Education where I addressed principals and teachers who had attended the Adler conference at the Chicago Americana Hotel. Four teams were selected to attend the University of Illinois, Urbana-Champaign, for a summer session. A team consisted of one principal and two teachers. The class would be limited to twenty-five participants with thirteen participants from the University of Illinois graduate schools, Chicago suburbs and central and southern Illinois.

The School of Education provided funding, housing, class space and professional assistance. One unit of graduate credit would be given upon successful completion of the course and we would be housed in Sherman Hall Graduate Dormitory.

The Department of Training and Development paid a hefty stipend to each teacher.

The university forum was only the initial step for the Chicago Board/Department of Learning and Development. Lane academic credit would be given to teachers who took part in the monthly enrichment seminars at Sullivan, training centers for Paideia would be opened at cooperating sub-district offices throughout the city, selected Sullivan teachers and sometimes the principal would lead Socratic seminars in those centers. Immersion retreats in nearby Lake Geneva, Wisconsin would be used for training total faculties over a period of time.

With the Chicago Public Schools and the University of Illinois forging a partnership, I think we have a chance to re-direct education in a positive arena.

THE PAIDEIA GRADUATE INSTITUTE
THE UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN
JUNE 26 - JULY 14, 1989

For the second year, the University of Illinois at Urbana-Champaign will host the Paideia Graduate Institute. The first class will begin on Monday, June 25, 1990, and the second July 16, 1990. Both classes will offer readings related to improving education leadership, curricula and student performance in our schools. The class will be taught by Dr. Robert D. Brazil, Principal of Chicago--Sullivan High School, Assistant Professor UIC, and author of The Engineering of the Paideia Proposal.

The education leaders chosen for this project must be willing to study and discuss a different seminar reading each day led by Dr. Brazil and associates. An example of the readings are:

"The Apology," Plato
The Prince, Machiavelli
A Doll House, Ibsen
"The Natural Superiority of Women," Montague
"Lycurgus," Plutarch
Plessy v. Ferguson
"The Melian Dialogue," Thucydides
"Letter From the Birmingham Jail," Martin L. King
"On Property," Locke
Antigone, Sophocles
"Why War," Freud
"On a State of Nature," Hobbes
"The Social Contract," Rousseau
"Politics," Aristotle
Roe v. Wade

Administrative strategies and allied philosophy will flow primarily from the "Sullivan High School" model of the Paideia Program, Dr. Mortimer J. Adler's *The Paideia Proposal*, Dr. Robert D. Brazil's *The Engineering of the Paideia Proposal*, and the art of leading Socratic seminars from St. John's College, Santa Fe, New Mexico.

Practical application will take place every Tuesday and Thursday afternoon with visiting lecturers discussing the background of the morning seminars.

Expected outcomes at fruition will be to effect a community of scholars dedicated to improving education in our country through this interactive process.

Upon completion of the class at the University of Illinois, participants will be requested to involve their school districts in enrichment immersion retreats, a monthly symposium at the University of Illinois at Chicago, sharing effective seminar readings through a computer bank, demonstration seminars at local school sites, and successful implementation of the accrued skills learned in the aforementioned activities.

Professor's Notice

Readings for the first week should be completed before June 25, 1990, and July 16, 1990, respectively. Assigned readings will be mailed to registered participants. An opening question for the second week's readings will be expected each day of the second week. Participants will lead short discussions one afternoon each of the second and third weeks of class (mini-seminars).

Examples of mini-seminars: poems, impressionist paintings, short stories, Aesop's Fables.

THE PAIDEIA GRADUATE INSTITUTE OF THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

June 25 - July 13, 1990
July 16 - August 3, 1990

June 25, 1990

Reception 8:00 a.m. - 9:00 a.m.
Seminar: "The Apology," Plato--9:00 - 11:00 a.m.

June 26, 1990

Seminar: *The Prince*, Machiavelli, 9:00 - 11:00 a.m.
Paideia Strategy/discussion 1:00 - 3:00 p.m.

June 27, 1990

Seminar: *A Doll House*, Ibsen, 9:00 - 11:00 a.m.

June 28, 1990

Seminar: "Influence of Democracy on the Family," Alexis de Tocqueville, from *Democracy in America*, Volume II, pp. 202-225, 9:00 - 11:00 a.m.
Seminar: "The Natural Superiority of Women," Ashley Montague, 1:00 - 3:00 p.m.

June 29, 1990

Seminar: *Roe v. Wade*, 9:00 - 10:00 a.m.
Seminar: "On Living Jim Crow," Richard Wright, 10:00 - 11:00 a.m.

July 2, 1990

Seminar: *Plessy v. Ferguson*, 9:00 - 11:00 a.m.
Paideia Strategy/discussion
Mini-seminars, 1:00 - 4:00 p.m.

July 3, 1990

Seminar: "Letter From the Birmingham Jail," Martin L. King, 9:00 - 11:00 a.m.

July 5, 1990

Seminar: "The Earth Does Not Belong to Man, Man Belongs to the Earth," Chief Seattle.
"On Property," John Locke, 9:00 - 11:00 a.m.
Seminar: "Why War," Sigmund Freud, 1:00 - 3:00 p.m.

July 6, 1990

Seminar: "Antigone," Sophocles, 9:00 - 11:00 a.m.

July 9, 1990

Seminar: "The Melian Dialogue," Thucydides, 9:00 - 11:00 a.m.

July 10, 1990

Seminar: "On A state of Nature," Thomas Hobbes, 9:00 - 11:00 a.m.
Paideia Strategy/discussions
Mini-seminars, 1:00 - 4:00 p.m.

July 11, 1990

Seminar: "The Social Contract," Jean-Jacques Rousseau, 9:00 - 11:00 a.m.

July 12, 1990

Seminar: "Lycurgus," Plutarch, 9:00 - 11:00 a.m.
Culminating Activity: 6:00 - 9:00 p.m.

July 13, 1990
Seminar: "Politics," Aristotle, 9:00 - 11:00 a.m.

THE PAIDEIA GRADUATE INSTITUTE OF THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

June 25 - July 13, 1990
July 16 - August 3, 1990

July 16, 1990

Reception: 8:00 a.m. - 9:00 a.m.
Seminar: "The Apology," Plato, 9:00 - 11:00 a.m.

July 17, 1990

Seminar: *The Price*, Machiavelli, 9:00 - 11:00 a.m.
Paideia Strategy/discussion, 1:00 - 3:00 p.m.

July 18, 1990

Seminar: *A Doll House*, Ibsen, 9:00 - 11:00 a.m.

July 19, 1990

Seminar: "Influence of Democracy on the Family," Alexis de Tocqueville, from *Democracy in America*, Vol. II, pp. 202-225, 9:00 - 11:00 a.m.
Seminar: "The Natural Superiority of Women," Ashley Montague, 1:00 - 3:00 p.m.

July 20, 1990

Seminar: *Roe v. Wade*, 9:00 - 10:00 a.m.
Seminar: "On Living Jim Crow," Richard Wright, 10:00 - 11:00 a.m.

July 23, 1990
Seminar: *Plessy v. Ferguson*, 9:00 - 11:00 a.m.

July 24, 1990

Seminar: "Letter From the Birmingham Jail," Martin Luther King, 9:00 - 11:00 a.m.
Paideia Strategy/discussion
Mini-seminars 1:00 - 4:00 p.m.

July 25, 1990

Seminar: "The Earth Does Not Belong to Man, Man Belongs to the Earth," Chief Seattle
"On Property," John Locke, 9:00 - 11:00 a.m.

July 26, 1990

Seminar: "Why War," Sigmund Freud, 9:00 - 11:00 a.m.

July 27, 1990

Seminar: "Antigone," Sophocles, 9:00 - 11:00 a.m.

July 30, 1990

Seminar: "The Melian Dialogue," Thucydides, 9:00 - 11:00 a.m.

July 31, 1990

Seminar: "On a State of Nature," Thomas Hobbes, 9:00 - 11:00 a.m.
Paideia Strategy/discussion
Mini-seminars 1:00 - 4:00 p.m.

August 1, 1990
Seminar: "The Social Contract," Jean-Jacques Rousseau, 9:00 - 11:00 a.m.
Culminating Activity: 6:00 - 9:00 p.m.
August 3, 1990
Seminar: "Politics," Aristotle, 9:00 - 11:00 a.m.

THE PAIDEIA GRADUATE INSTITUTE OF THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

OBJECTIVE

1. Establish a common learning center for those who wish to share ideas and experiences.
2. Establish the socratic seminar as the primary mode of teacher-to-student, student-to-student interaction.
3. Establish themes between readings to actualize better understanding of great works.
4. Establish an improved curriculum for participants' schools.
5. Establish a center for professionals in education who are not teachers, in addition to having teachers share concerns and strategies with them. Include doctors, lawyers, executives, community activists and others who wish to participate.

ACTIVITY

1. Advertise the institute and accept twenty-five applicants per session.
2. Discuss strategies for leading seminars and selecting opening questions.
3. Select reading materials conducive to active discussion and conduct socratic seminars to allow for positive interaction between participants.
4. Examine readings and their relationship to present curricula of participants' schools.
5. Recruit participants who wish to feel challenged in an intellectual setting.
6. Organize weekend Immersion Retreats outside of Chicago.
7. Schedule and implement a once monthly symposium at the University of Illinois at Chicago.

EVALUATION

1. Responses nation-wide.
2. Participants' responses. Evaluator's narrative.
3. Participants will decide whether assignments were worthy.
4. Evaluation of texts, reading.
5. Assess the seminars to determine whether they are achieving desired goals.
6. Evaluate participants' ability to lead Socratic seminars in the classroom.

University of Illinois
Paideia Graduate Institute
June 26 - July 21, 1989

Participants

Dyanne D. Alexander, Spencer Elementary School, Principal

Evaluation: A powerful tool for school reform! Adding this program to Spencer's school improvement plan will dramatically improve instruction by providing opportunities for real instruction and learning to take place.

Charlene Patrick Bradley, Alexandre Dumas Elementary School,
Teacher - Intermediate

Evaluation: The social interaction of the group was imbued with a higher level of trust exposing values, attitudes, and philosophies that emanated from our seminar selections.

Marilyn Cicero, Westinghouse Vocational High School, English Department Chairman, Homework Center Coordinator

Evaluation: The seminars are a valuable learning technique through which I have come to understand and empathize with the points of view of others, especially as these viewpoints are related to their historical and cultural heritages.

Joseph Corker, Bradwell Elementary School, Teacher, Third Grade

Evaluation: A unique ideal of improving learning, hopefully throughout the nation.

Laura M. Downey, Alexandre Dumas Elementary School, Teacher, First Grade

Evaluation: It's the first exciting thing I've seen in education in a long time. The Paideia program is an indescribable experience, but one that all students and all teachers should experience.

Lynnette Fu, Sullivan High School, Assistant Principal
Evaluation: This is an enriching experience in terms of exploring the readings as well as developing a rapport with other group members. It's a real team-building experience.

Sharon J. Herring, Emmet Elementary School, Teacher, Fifth Grade
Evaluation: The seminars have been challenging, stimulating, and exciting. Attending each session has been like having aerobics for the brain.

Edward Marron, Spencer Elementary School, Teacher
Evaluation: An enlightened and enjoyable way of teaching and learning critical thinking skills.

Alma McClendon, Bradwell Elementary School, Teacher, Computer Lab, Sixth, Seventh, and Eighth Grades
Evaluation: This has been a marvelous and enlightening experience. I'm learning so much even as I listen.

Ricardo David Moreno, Emmet Elementary School, Teacher, Seventh Grade
Evaluation: The Paideia program tests who you are!

Lydia Clay Mosley, Alexandre Dumas Elementary School Teacher, Second Grade
Evaluation: Communication in the seminar has been open, relevant, and helpful to ascertain knowledge that was provided through an analytical, reflective, and spontaneous approach. Paideia is exhilarating!

Doris Taflove Perlman, Westinghouse Vocational High School Teacher, Mathematics
Evaluation: This program proved to me that Paideia is the only way to go in an effort to improve our present day educational system.

Sylvia L. Peters, Alexandre Dumas Elementary School
Evaluation: The Paideia process is one that should be experienced by all who call themselves teachers of children. It is powerful, dynamic, and a complete way to learn.

Beth Devera Resnik, Westinghouse Vocational High School Teacher, English
Evaluation: I find myself reading and thinking differently. I find there is more to learn in everything I read and in every conversation I have.

Camille Roby, Bradwell Elementary School, Principal
Evaluation: It is good to read source material and share ideas in Paideia seminars.

Hienz D. Schwinge, Westinghouse Vocational High School Teacher, Social Studies
Evaluation: Paideia offers a provocative perspective for high school education by involving everyone in the school in intensive investigation of eternal questions.

Nancy E. Wolff, Bradwell Elementary School, Teacher, First Grade
Evaluation: Paideia is exciting, challenging and fun.

Mary Lou Woods, Alexandre Dumas Elementary School, Teacher, Fourth, Fifth and Sixth Grades
Evaluation: These seminars have made me a more critical reader and listener. I will take away with me a new approach to teaching.

THE ILLINOIS ALLIANCE OF ESSENTIAL SCHOOLS

A Study of High Schools (1981-84) was co-sponsored by the National Association of Secondary School Principals and the Commission on Educational Issues of the National Association of Independent Schools. The research identified five imperatives for better schools:

1. Give opportunity to teachers and students to work and learn in their own, appropriate ways.

2. Insist that students clearly exhibit mastery of their school work.
3. Get the incentives right, for students and teachers.
4. Focus the students' work on the use of their minds.
5. Keep the structure flexible and simple.

Based on this work and that of Ted Sizer, in *Horace's Compromise: The Dilemma of the American High School* (Sizer, 1984), the Coalition of Essential Schools was established in 1984 as a secondary school/university partnership devoted to strengthening students' learning by reforming each school's priorities and simplifying its structure. The Coalition brings together public and private schools nationwide to work with Ted Sizer (Coalition Chairman) and staff at Brown University in translating the imperatives of the report into working models. Since member schools are diverse in character and geographically dispersed (about 49 schools in 18 states from California to New York), staff at each school develop a plan tailored to meet the unique needs of their students.

A related effort is now underway through the leadership of the Education Commission of the States, an interstate compact that works with state leaders to improve the quality of education. This unique effort--called Re-Learning--recognizes the need for change throughout the entire educational system. It fosters the restructuring of secondary schools and concurrently the redesign of state and district supporting functions to improve learning for all students. Re: Learning is the result of a collaboration between the Education Commission of the States (ECS) and the Coalition of Essential Schools (CES).

The State of Illinois has agreed to participate in the Re: Learning Pilot Project. The commitment is for a five year period during which time the state will identify a selected group of middle and secondary schools to become part of the Coalition. The Illinois project will be known as The Illinois Alliance of Essential Schools. Identification of ten schools is expected to be completed early in 1989. School activities, initially emphasizing planning, will continue throughout the year. Neither the Coalition nor the Alliance will put forth a specific model that is to be replicated. Rather, what Coalition schools hold in common is a set of principles that guide their programs, and those principles will also serve to guide the programs of Alliance schools.

The Common Principles of Coalition schools are:

1. AN INTELLECTUAL FOCUS. The school should focus on helping adolescents to learn to use their minds well. Schools should not attempt to be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose.

2. SIMPLE GOALS. The school's goals should be simple, to the end that each student will master a limited number of essential skills and areas of knowledge. The program's design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than necessarily by subjects as conventionally defined. Curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content.

3. UNIVERSAL GOALS. The school's goals should apply to all students, while the means of achieving these goals will vary as students themselves vary.

4. TEACHING AND LEARNING SHOULD BE PERSONALIZED. Decisions about the details of the course of study, the use of students' and teachers' time, and the choice of teaching materials and methods must be unreservedly placed in the hands of the principal and staff.

5. STUDENT-AS-WORKER. The governing practical metaphor of the school should be student-as-worker, rather than the more familiar metaphor of teacher-as-deliverer-of-instructional services. Accordingly, a prominent focus of the staff will be on helping students learn how to learn, and thus teach themselves.

6. DIPLOMA BY EXHIBITION. The diploma should be awarded upon a successful demonstration of mastery for graduation--an "exhibition." The exhibition permits the student to demonstrate his or her grasp of the central skills and knowledge transmitted through the school's programs. As the diploma is awarded when earned, the school's program may proceed with no strict age grading and with no system of "credits earned" by "time spent" in class.

7. ATTITUDE. The tone of the school should be based on and explicitly communicate unanxious expectation ("I won't threaten you but I expect much of you"), trust (until abused) and a sense of fairness, generosity and tolerance. Incentives appropriate to a particular school's students and teachers should be emphasized, and parents should be treated as essential collaborators in establishing the school's tone.

8. STAFF. The principal and teachers should perceive

themselves as generalists first (teachers and scholars in general education) and specialists second (experts in one particular discipline). Staff should accept multiple obligations (teacher-counselor-manager) and possess a sense of commitment to the entire school.

9. BUDGET. Administrative and budget goals should include competitive salaries for staff and an ultimate per pupil cost not to exceed that at traditional schools by more than ten percent. To accomplish this, administrative plans may have to include the phased reduction or elimination of some services now provided students in many traditional comprehensive secondary schools.

Selection of districts and schools to participate in the Illinois Alliance will be based on the following criteria:

1. the district and school must deliver an assurance statement that will make the commitments necessary to sustain a 5 year effort to participate in the Alliance;
2. the district must demonstrate evidence of strong leadership at the building and district level;
3. the district must provide evidence of need to change the existing local structure; and
4. The collective group of schools selected must reflect a variety of geographic and demographic characteristics.

In order for districts to meet the first criterion for selection, they must commit to the following:

a. school and district leaders view the Alliance approach as one that will improve student learning and the condition of the school(s);
b. at least 75% of the teachers within the school(s) are willing to participate and see it as an approach that will improve student learning;
c. the local teachers' association is involved and supportive of the effort;
d. the local school board approves the involvement;
e. key parent and community groups are aware and supportive of the effort;
f. resources are available to allow the necessary planning time and opportunity to learn from the experience of other schools (depending on the enrollment and need of the school, it is estimated that $10,000 to $50,000 per year with a mean of about $25,000 per year will need to be committed at the local level);

g. no substantive changes will be made in the first year as that year will be devoted to planning and organization.

The Illinois Alliance leadership group will be drawn from the Governor's office, the legislature, the State Board of Education, the Board of Higher Education, the University of Illinois, and from the Illinois Education Association (IEA), Illinois Federation of Teachers (IFT), Illinois Association of School Administrators (IASA), Illinois Association of School Boards (IASB), and the Illinois Principals Association (IPA).

The purposes of this group will be to:

1. Encourage political and financial support for Alliance schools;
2. Focus on broad policy and political issues that may affect Alliance schools; and
3. Inform the public and seek its support for this effort.

To assist these leaders in implementing the program a technical support group will be established. This group will help participating schools redesign their programs to encompass the principles of the Alliance. It will also make recommendations on how district and state practices should be redesigned to meet the needs of Alliance schools.

Technical support group membership will include the Dean, College of Education, University of Illinois; the State Coordinator; and representatives from the Governor's office, the State Board of Education, the Board of Higher Education, and the IEA, IFT, IASA, IASB and IPA.

RELATIONSHIP BETWEEN ESSENTIAL SCHOOLS AND THE PAIDEIA PRINCIPLE

The Application Process as Coaching an Essential School

Underlying the essential schools philosophy are two powerful metaphors: the "student-as-worker" and the "teacher-as-coach." These metaphors illustrate the relationship between applicant schools and the IAES.

The student-as-worker does the work of learning. He or she not only studies the materials provided, but goes beyond them to internalize and expand the ideas toward demonstrating true mastery in a public exhibition.

Likewise, an applicant school, both as a whole and in each of its constituent parts (examples: teachers/administrators/board, or pro/con/wait-and-see) participates in a learning process. The members collaborate to understand the philosophical foundations of essential schools and apply them to local circumstances. They develop and implement a plan which publicly demonstrates their ability to reform their school.

The teacher-as-coach guides learning much as a football coach teaches linesmen their skills. At each step he creates a framework which allows incremental mastery and integration of complex concepts.

The Illinois Alliance of Essential Schools, in the role of teacher-as-coach, guides schools through their growth toward becoming essential schools. It helps define the processes, provides informational resources, and sets criteria for acceptance.

Although timelines must vary, schools grow through predictable phases which focus in turn on informed interest, understanding and commitment, planning, and implementation. At each phase, schools participate in activities and demonstrate exhibitions of mastery, commitment, and preparation.

The process is initiated by a letter of interest sent to the IAES. The IAES responds with a packet which includes a guide to the application process, some initial readings, and the name of a contact person who will coach the school. The process continues as the school matures into an essential school.

Step 1: Expressing Informed Interest

Goals: 1. Learn about the essential schools philosophy and principles.
2. Explore local possibilities.
3. Obtain initial commitment from teachers, administrators, and board to support further study.

First Assessment: IAES recognizes candidates based on exhibitions of informed interest among the faculty, administration, and board. Recognition carries IAES financial and personnel support for Step 2.

Step 2. Developing Understanding and Commitment

Goals: 1. Identify and involve all constituencies.

2. Deepen understanding and explore the programs of existing essential schools.
3. Make formal commitments (all constituencies) to become an essential school.

Second Assessment: IAES recognizes alliance members based on an informed, formal commitment to become an essential school. The commitment must reflect the agreement of all constituencies in the school, at minimum, the faculty, administrators, and board. Recognition carries grant monies and continued IAES support. Alliance schools are nominated to the Coalition of Essential Schools.

Step 3: Developing a Plan

Goals:
1. Choose limited first goals with expectancies for growth.
2. Define the essential curriculum.
3. Deal with instructional issues.
4. Identify and request necessary exemptions from mandates, statutes, or state regulations.
5. Provide inclusive, participatory governance to monitor progress and plan growth.

Step 4: Reforming the School

Goals:
1. Put the plan into effect.
2. Reflectively examine the successes and failures of the processes.
3. Deepen understanding by sharing insights and ideas with other Alliance and Coalition schools.
4. Assess the effectiveness of the initial plan and revise it to improve and expand the program for the next year.

Dear Faculty and Staff:

With the acceptance of Sullivan into the Illinois Alliance of Essential Schools, a Steering Committee was formed to guide implementation of this program. The Committee, composed of representatives from each department within the school, has been meeting regularly since September to discuss Alliance principles, the strengths and weaknesses of current programs, and the development of an Alliance program tailored to the needs and goals of our school community.

As a result of these discussions, we have completed a philosophy and are beginning to map out appropriate strategies for program, pedagogy, and curricular design.

Distilled to its essence, the Alliance movement is one of teacher-based educational reform. Successful implementation of such reform demands that it be inclusive--informed by the values, needs, and goals of all our faculty and staff. In this vein we will rely upon your feedback and suggestions. A brief summary of the minutes of each Steering Committee meeting will be posted in the Main Office and sent to each department chairperson. We encourage everyone to read Theodore Sizer's book *Horace's Compromise* (copies are available in the library), as well as the material forwarded to you herein. Further readings are on file in the library, for your perusal, and personal copies of these articles may be obtained from Janice Lewis.

The task before us is challenging but exciting. Reexamination of our pedagogy, course content, and educational goals can only lead us to more effective teaching and enriching professional lives.

Alliance Steering Committee
Hawley/Barton/Freedman

Enclosures: Steering Committee membership list

"Student-As-Worker" Toward Engaging & Effective Curricula," Grant Wiggins

"Asking the Essential Questions: Curriculum Development," Horace, 6/89

Sullivan Steering Committee: Alliance Principles/Mission Statement Nine Principles

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Working draft #1: For review and comment by the faculty.
Presented 1/17/90

Submit comments by 1/22/90 to Schlack, Hawley, or Ruffalo

Sullivan Philosophy

We, the teachers and administrators of Sullivan High School, in setting forth the following as our school's philosophy, acknowledge that the foundation of our beliefs rests firmly on the ideals of the Paideia Principles which are incorporated herein:

1. We believe that all students can learn, and that we, the teachers and administrators, as educators should lead the school community, made up of school personnel, parents and community, in helping adolescents to develop their minds fully.
2. We consider that learning is a response to curiosity, and that to foster this curiosity most successfully, teachers should lead the school and rely on active rather than passive learning experiences.
3. We believe that teachers and administrators themselves should continue to promote their own curiosity and intellectual development by actively engaging in learning experiences.
4. Students must share in the responsibility for their learning. The students, as workers, must develop a commitment to their education in order to benefit from the school experience. Instilling this sense of responsibility begins with parents and is reinforced by administrators and teachers.
5. We contend that learning can take many forms, and we recognize that different activities result in different kinds of learning.

   We consider ourselves generalists first, with a sense of commitment to the entire school, and subject specialists next.

   We are committed to teaching content, skills, and critical thinking to our students, and to employing diverse instructional methods, i.e., didactic, coaching, and Socratic seminars to achieve these ends. The value of this pedagogy is that it actively engages the students in the learning process; students learn to teach themselves.

   We accept the aphorism that "less is more." We will design our curriculum in order to develop long lasting skills, not merely to "cover" material. We will formulate this curriculum based upon asking "essential questions" in each discipline and in response to perceived needs of the students and society.

6. We recognize that differences in student abilities, achievement levels, and learning styles do exist and therefore must be accommodated.

   We believe that students' education should be adapted to fit their needs and abilities.

   We believe that there is no one best way to provide for a heterogeneous student body. Tactics must vary with course of study, faculty strengths, and student needs and talents.

   We believe that to educate effectively, we must strive for student/teacher ratio of eighty to one.

7. We must begin instruction by acknowledging the entry level skills of our students.

   Where needed, students will be provided with intensive remediation to assist them to meet acceptable standards.

   We will require our students to demonstrate their mastery of learning by exhibition of central skills and knowledge at appropriate points in their course of study.

8. We advocate that the objectives of basic education should be the same for all. Despite student differences, all students should be prepared:
   to be life-long learners;
   to earn a living in a technological society;
   to be active citizens in a democracy;
   to develop a sense of decency which includes the values of fairness, generosity, tolerance, and courtesy.

9. We believe that a positive learning environment must exist within our school, and that it is the responsibility of the administration and the faculty with the collaboration of parents and the community to establish such an environment through positive expectations, trust, mutual respect, and the appropriate enforcement of school rules.

   We further believe that it is the responsibility of students to conduct themselves in a manner which will not only promote their own education but which does not disrupt the learning process for others.

THE ALLIANCE OF ESSENTIAL SCHOOLS
Journal
for
Robert D. Brazil
Sullivan High School
Chicago, Illinois 60626

12-01-88

A meeting of Chicago High School principals was held at High School District Thirty One. Over fifty principals were present. The Illinois Alliance of Essential Schools program was introduced. Speakers include Reginald Brown and Jack Mitchell, Chicago superintendents, Bob McCarthy from the National Coalition of Essential Schools, the parent organization, Sam Billups, Principal of Welbrook High School in Baltimore and Chuck Bowen, representing the Illinois Alliance. Some principals applied and waited for the selected schools to be announced.

01-10-89

A Board of Education report was submitted by High School Superintendent Jack Mitchell. Sullivan and Calumet were selected to represent Chicago.

01-27-89

I attended my first National Coalition of Essential Schools Symposium in Fort Lauderdale, Florida. I met Ted Sizer, who spoke, in addition to Grant Wiggins and Bob McCarthy from the Coalition. I also attended some interesting workshops. Grant Wiggins led a discussion of "Student as Worker" and "Authentic Work." This was my first contact with the Coalition philosophy of avoiding a "set model." They felt it's compelling and may unthinkingly be imposed wholesale on schools. I began to familiarize myself with the nine principles of the Coalition.

02-06-89

I received a congratulatory letter from Assistant Superintendent Preston Bryant, Funded Programs.

02-08-89

I was very disappointed to receive a letter of resignation as Director of the Illinois Alliance of Essential Schools from Dr. Terry Denny at the University of Illinois, Urbana-Champaign. He promised to visit Sullivan High School.

02-14-89

I received a thank you letter from Ted Sizer. He had read my book, invited Paideia Associate Dennis Gray to Brown, and hoped that we would keep in touch and work closer together.

03-01-89

I wrote a letter of intent to Dr. Dorothy Magett, Associate Superintendent, Illinois State Board of Education. Later in March, I met with the Alliance Cadre seeking candidacy for Sullivan High School. The Teachers' Union, Local School Improvement Council and several superintendents all signed off for acceptance.

03-23-89

I decided to immediately implement the idea of "Diploma by Exhibition" into Sullivan High School. I met with the senior class twice and with the participating faculty numerous times. Kathy Ruffalo took over and directed the idea to a successful end.

04-26-89

Manford Byrd, Chicago General Superintendent of Schools, submitted the official Board Report to the Board of Education, requesting that Sullivan High School and Calumet High School be recommended for this five year project.

05-22-89

I received a letter from Tom McGreal, Director of the Illinois Alliance of Essential Schools, informing me that Sullivan High School has been recognized as a member school.

Summer, 1989

The University of Illinois Annual Report, 1988-89, ran a marvelous report on the Alliance.

With all the concern in the mid-1980s about public schools, many educators feel that the programs implemented to improve the schools simply are not enough. "You're talking about an institution that has remained virtually unchanged in a hundred years; the American school," says Tom McGreal, associate professor of AHCE. "The strength of this movement is that it truly does deal with reform rather than just improvement."

The movement he is talking about is known as Re: Learning and is implemented through the Illinois Alliance for Essential Schools, which McGreal directs. Re: Learning is based on the principles espoused by Theodore Sizer of Brown University and endorsed by the Education Commission of the States. The ultimate goal of Re:Learning is to provide a school structure and a school culture that help all students to learn to use their minds well.

Illinois' political and educational leaders are strong supporters of Re:Learning, and eighteen months ago the state funded the Illinois Alliance at the College of Education, to begin to identify an initial group of ten secondary schools throughout Illinois that would, in turn, begin the restructuring necessary to become Essential schools.

One of the first schools to be admitted as a member of the Alliance was Sullivan High School in Chicago. Sullivan's Principal is Bob Brazil, who is not afraid of major educational reforms. In 1984 he implemented Mortimer Adler's Paideia Proposal throughout his school's curriculum; four years later the senior class' achievement test scores had risen between 10 and 20 points in six specific areas. "I thought that the goals of the Alliance were very much in line with what we already were doing with the Paideia program--focusing on the teacher as coach and the student as worker, for example, and developing thinking behavior and problem-solving skills. We've already implemented Diploma-by-Exhibition. But our weakest area has been in coaching, and this is one aspect that the Alliance emphasizes, so we've had to develop that."

McGreal notes: "There is no definition of what an Essential school looks like. Instead, each school shapes itself within its own vision of how the basic principles can best be applied in its own unique setting."

10-18-89

I attended a staff development meeting at the University of Illinois. The subjects covered were staff development needs, Coalition dates, computer network, and organizational structure.

10-23-89

I received a letter from Dr. McGreal requesting that coordinators, principals, coaches and two teachers maintain a reflective journal. I had questions and Dr. Dorothy Magett answered some for me. Later, my Alliance Coordinator, Pat Anderson, attended a one day meeting in Champaign. She took notes and the request was verbally classified.

11-08-89

I attended my second National Coalition of Essential Schools Conference in Newport, Rhode Island. I am much clearer on the nine principles and my personal direction. I am still a little bit uneasy about the final responsibility for this five year project. The initial information is directed to a consultant who shares the information. This is Chicago's first year of Reform. We principals report to a governance organization comprised of six parents, two community representatives, two teachers and the principal.

November, 1989

The steering committee, now led by Patricia Anderson, is meeting almost weekly after school hours. There appears to be much positive input and I've heard some excellent ideas discussed. When the 1989-90 budget comes, I plan to organize an Alliance faculty retreat.

11-30-89

I met with Dr. Dorothy Magett, Dr. Warren Chapman and Dr. Floyd Wyrick (Calumet High School) to discuss Alliance funding, problems, and local possibilities.

ESSENTIAL QUESTIONS

There seems to be three types of essential questions:

1. Overarching questions

   These control instruction in all disciplines and may form a basis for an integrated curriculum for the entire school.

   Example:

   What do you observe in this discipline?

   (What constitutes a valid observation? What conclusions may be drawn from valid observations? How do you express these observations and conclusions? How do these relate to observations and conclusions in other disciplines?)

2. Questions related to a specific discipline

   These control instruction within a specific course and perhaps a specific discipline. These questions may therefore form a basis for integrating all the course offerings within a discipline.

   Examples:

   What is a nation? How does structure relate to meaning?
   What is myth? What is living vs. non-living?

3. Questions related to values/definition

   These provide a focus for a particular course and may also be the focus for an integrated curriculum for the entire school. The strength of these questions is also their weaknesses - vagueness.

   Examples:

   What is the good? What is the nature of man?
   What does it mean to be educated? What is a good citizen?

The philosophy statement from Sullivan's last North Central report reveals little contradiction between a curriculum driven by essential questions and our philosophy of education.

Essential Questions for Science

Biology

What are the differences between living and non-living things?

What is the organizational scheme of living things? or In what ways are the bodies of living things organized?

What distinguishes man from other animals?

What is the nature of a food chain?

What is the relationship between plants and animals within an ecosystem?

What happens if a species is introduced into an environment where there are no natural predators?

What is a species and how do new species come into being?

What are the mechanisms by which cells, plants and animals reproduce?

What is the nature of heredity? How are characteristics passed along to offspring?

What is the role of heredity and environment in the growth and development of an individual?

What are the requirements for living things?

How is life on earth dependent upon the sun?

Chemistry

What are the "building blocks" of matter?

What does the periodic law reveal about the properties of the elements found in nature?

How do pure substances form compounds?

Physics

How can energy be changed from one form to another?

Is there such a thing as a perpetual motion machine?

Can motion, either uniform or changing, be absolute?

If the ratio of energy/mass remains constant, that is the amount of matter and energy in the universe cannot be created or destroyed, then where and how did everything originate?

What are the different forces in nature?

What are some of the applications of mathematics to science?

How does quantifying our observations add to our understanding of physical phenomena?

Are the laws that govern the physical universe immutable?

Does nature have a purpose?

What is the nature of light? sound? heat? electricity? magnetism? strong and weak interaction nuclear forces?

What is the process that fuels the sun's furnace? Will the fuel run out? What will happen then?

Why can't we put Humpty Dumpty back together again?

What are some of the evidences to support the kinetic molecular theory?

How do we know about things we can't see?

What do the laws of motion illustrate about static versus dynamic equilibrium?

What is really meant by "gravity"? How has the concept changed from Aristotle to Galileo to Newton to Einstein to today?

What is the scientific method? Is there such a thing?

Essential Questions for English

How does structure relate to meaning?

What is the purpose of literature?

Are literary questions identical with human questions? Are the "answers" supplied by literature the same or different from answers supplied by other disciplines?

What is the relationship between literature and its time? or, Does literature transcend its time?

Core questions within classes, i.e., recycle throughout readings:
- What is the nature of man?
- What is a hero?
- What is the American dream?
- What is genius?
- What is tragedy?
- How do you balance the needs of the individual with the needs of the group?
- What is the good?
- What do you observe?
- What constitutes valid observation?
- What conclusions can you draw from observations?
- How do you express observations?

Essential Questions for Mathematics

Topical
- Why do we use negative numbers?
- Why do we use variables?
- What is the importance of zero?
- Why does zero exist?

General
- Why is mathematics necessary?
- Can (should) calculators replace the learning of the 100 basic facts of addition and multiplication?
- Is mathematics essential to everyday life?

THE PAIDEIA AND COALITION PHILOSOPHIES
A SHORT COMPARISON

I have been asked on several occasions how Sullivan High School functions as both a *Paideia* and *Coalition* school. In a word, we had no difficulty. We began as a Paideia school in 1984, then began working with Dr. Ted Sizer's Coalition of Essential Schools three years later.

Interfacing the principles to provide a symbiotic girding of philosophies was the task of the principal-teacher and the Alliance Steering Committee. Students should use their minds well (C) in an environment which is personalized (C) and supports the idea that all children are educable, and their achievement should be measured against their ability to learn (P). A tone of unanxious expectation supports this view (C).

After a lecture, or Socratic discussion has been completed, and a student is allowed to be coached using a computer to complete a paper as well as could be expected, the old fear of multiple red marks on the student's paper in a room tense with fear is lessened.

If the student is allowed to present a problem that he or she has attacked and is able to support with organized data, self-confidence will grow. This can happen weekly in Socratic seminars (P) and lead toward a demonstration of mastery in a chosen educational area and eventually to an "earned diploma by exhibition."

Both programs support the basic school structure in which the principal is the principal-teacher in fact, not theory. Teaching less and teaching it well is important, because students must be workers, and teachers must become learners, and the school's goals should apply to all students (C) because they are educable (P).

Finally, learning should not be limited to the acquisition of diplomas and/or college degrees but become an innate part of all of us which can never be satisfied.

mpd

Michael Goldman, who works as a facilitator with Dr. Ted Sizer at the National Coalition of Essential Schools, visited Chicago on the weekend of April 6, 1990. He introduced the concept of Collaborative or Cooperative Learning to Sullivan's administration, faculty and staff at Nordic Hills Resort, Itasca, Illinois in an immersion setting.

We discussed the idea of immigrants and their contributions to the USA. We organized into several groups to discuss each major ethnic alliance separately with one pro and one con group to discuss immigration as a total idea. The ideas were recorded and a reporter from each module shared their ideas with the total assembly.

Several faculty members, across department lines, will introduce this concept to Sullivan in the spring of 1990.

The greatest impact on Sullivan High School for this school year was related to the great bugaboo called "writing." Teachers are reluctant to give writing assignments because it keeps them up at night grading papers for immediate return to their students. In addition, freshman composition for entry level college students from urban areas has been a problem for decades.

The Sullivan Local School Council voted funding for two teachers to be assigned to a Writer's Workbench laboratory; a teacher aide was also assigned. Classes in English and history were assigned schedules for visits. Other classes were also invited.

The results have been remarkable (this is not a commercial). Students came to the lab during study and lunch periods. They also sought additional time before and after school in coaching sessions. There is a continuous waiting list in an area where students had not excelled. We drew the line, however, when students began cutting classes to attend and immediately policed the class schedules more thoroughly to see where they belonged. On the whole, this computer lab for writing has been a very pleasant surprise.

In October of 1989, Chicago Public Schools reorganized into over 500 separate school boards consisting of 6 parent representatives, 2 community representatives, 2 teacher representatives, and the principals. The Boards are not advisory, they are governing bodies with the authority to hire, fire, and determine how the school budget will be allocated.

Over 500 employees had their positions cut including Deputy, Associate, Assistant and Sub-District Superintendents. Budgets were reallocated and placed into local schools for the Local Council's utilization.

A student representative for each secondary school is elected; however, they will not have a vote. In 1991, a vote was granted to students on all but personnel matters.

It is within this arena of changes affecting the education of students--equalizing funding, business and community support--that will determine how well our final product will be received and assessed by colleges and the workplace. We are presently very tardy in our efforts, let us correct what was previously assumed to be incorrectable.

How is it to administer a Paideia school?

"It's like having your own playpen. However, the play is based on intellect rather than toys."

ESSENTIAL SCHOOL IMPLEMENTATION PLAN
1991-92
Sullivan High School
Chicago, Illinois

In setting forth our Essential School vision, the Sullivan community is suggesting the pragmatic possibilities which guide our restructuring efforts. We have included our school philosophy since it articulates the general principles which prompted the creation of our Essential School program. We have also included the specific considerations which presently focus on our attempts to implement this philosophy. The Sullivan community believes that by presenting both our educational philosophy and the design of our emerging Essential School we have clearly indicated our conception of what education at Sullivan should be.

The Philosophy of Sullivan High School

The primary mission of the Sullivan High School community is to provide the same quality of education for all our students enabling each of them to be a citizen in a democracy, a learner for life, and an economically productive member of society. Realization of this mission relies upon the following beliefs:

> We believe that all students can learn and that it is the responsibility of the entire school community to help our students use their minds well.
>
> We believe that learning is a response to curiosity and is best fostered in active learning situations.

We believe that there is no one best way to educate a heterogeneous student body and that instructional methods must vary with course of study, faculty strengths, and student needs and talents.

We believe that students must share in the responsibility for their own learning.

We believe that each student's culture and heritage enriches the entire school community and should be respected.

We believe that teachers and administrators should continue to promote their own curiosity and intellectual development by engaging in varied learning experiences.

Our stated mission and our educational beliefs have generated the following commitments of the Sullivan community:

Curriculum reflective of our mission must be developed and taught. Mastery of this curriculum should be ensured through the use of portfolios of student work and exhibitions of mastery within classes and courses of study, and as requirements for graduation.

Differences in student ability, skills, and learning styles must be accommodated in class instruction and through appropriate remediation and enrichment activities.

A restructured school day conducive to implementing our curriculum and appropriate to our student body must be designed and instituted.

A positive learning environment must exist within our school. This environment should be established through mutual respect, high expectations, and the appropriate enforcement of school rules.

The varied cultures of our school community must be acknowledged and celebrated through their inclusion in our instructional plans and school activities.

Teachers must be generalists as well as subject area specialists committed to the integration of their discipline into a whole school curriculum.

The Design of Sullivan's Essential School

The Sullivan community has recognized the need to revise our instructional program to better reflect our educational philosophy. In particular, we have considered how we can best realize our goal of producing students who are prepared to be citizens in a democracy, learners for life, and economically productive members of the society. As part of this process, we have identified the habits of mind our students will need to fulfill these roles. We have also evaluated how effectively our instructional program fosters the acquisition of these habits of mind. The design for our Essential School has emerged from these activities and is intended to focus Sullivan's restructuring efforts.

The Sullivan community values the following habits of mind:

- the ability to generate questions
- the ability to search for answers to these questions
- the ability to organize information into possible answers
- the ability to defend one's answers

Sullivan's commitment to instilling these habits of mind in our students necessitates altering our instructional methods, our curriculum, and our evaluation measures. While the full implementation of these changes requires both time and energy, a more effective educational program should result.

Instructional Methods

The development of the identified habits of mind in our students can only occur through the use of appropriate instructional methods. We recognize our students' need to master information, acquire skills, and explore ideas. Consequently, we advocate the inclusion of didactic instruction, coaching activities, and Socratic seminars in all classes. This will ensure that our students experience the organized presentation of information, acquire the skills needed to deal with this information, and have the opportunity to formulate their own understandings.

We also recognize the need to enhance the effectiveness of our instructional methods by identifying the essential information, skills, and ideas which focus our educational program. By determining what we believe to be essential, we will facilitate the integration of instruction across all disciplines. As a result, the efforts of each teacher will reinforce those of the other faculty members. Sullivan students will thereby encounter a unified rather than fragmented approach to learning and can more easily make the connections which lie at the heart of intellectual activity.

Curriculum

The benefits of an integrated instructional program also suggest the development of an interdisciplinary curriculum which all Sullivan students would experience. Since we have the same expectations for each of these students, our educational program should include a core of related classes. These classes would foster the development of the students' skill in intellectual inquiry and their ability to present and defend the information gained through this inquiry. The incorporation of enrichment and remediation activities into the design of these classes would accommodate differences in our students' academic preparation. By providing all Sullivan students with similar educational experiences, we will have equipped each of them with a body of shared information and academic skills.

As envisioned, our core curriculum would lay the educational foundation necessary for our students to follow their interests. We believe the acquisition of the identified habits of mind requires that our students explore their own questions and set their own goals for their education. Our curriculum, therefore, must include the individualizing of activities within the core classes as well as the offering of elective courses which reflect the varied interests of our students. Such a curriculum would encourage Sullivan students to assume responsibility for their own learning and thus foster the personal and intellectual development of each member of our diverse student body.

In identifying the characteristics of an effective curriculum, we have recognized the need to alter the way we presently schedule classes. Three changes seem particularly necessary. First, our desire to present an integrated instructional program suggests the initial pairing of related disciplines and the eventual block programming of our student body. Second, our need to accommodate student differences within the core classes demands a restructuring of class time to permit appropriate remediation and enrichment activities. Third, our goal of encouraging students to individualize their education necessitates the creation of flexible time structures. Instituting these changes will ensure the development of a schedule conducive to implementing Sullivan's revised curriculum.

Evaluation

Since the purpose of altering our instructional methods and our curriculum is to develop the identified habits of mind in our students, we need to devise evaluation strategies appropriate to this objective. While traditional assessment measures indicate mastery of information and skill acquisition, we believe these measures fail to adequately evaluate our students' ability to use this information and these skills to explore ideas and develop their own understandings. Consequently, we must design an alternate evaluation program to assess the effectiveness of our instructional efforts.

Such a program would include exhibitions of student mastery and portfolios of student work to be used within classes and as part of Sullivan's graduation requirements. By clearly articulating our expectations for these exhibitions and portfolios, we would encourage students to be responsible for their own learning. In addition, we believe our use of these evaluation measures will indicate the strengths and weaknesses of our revised educational program and suggest the direction for further revision.

Sullivan's Essential School Implementation, 1991-92

During the 1991-92 school year, Sullivan will move closer to realizing our Essential School vision. We will act on our educational beliefs and commitments and implement many aspects of our Essential School design. By building upon the changes made in previous years, we will significantly alter our educational program during the coming school year. Relating the proposed changes in our instructional methods, our curriculum, and our evaluation strategies revels the energy and creativity of the Sullivan High School community and confirms our continuing commitment to restructuring.

Instructional Methods

Before Sullivan joined the Illinois Alliance of Essential Schools, we had established a pilot Paideia Program and had implemented many of the reforms described by Mortimer Adler in *The Paideia Proposal*. As a result, we had integrated Socratic seminars and coaching activities with didactic instruction in many classes. The effectiveness of this instructional approach convinced us to extend and refine our use of Socratic seminars and coaching activities as part of our Essential School program.

All Sullivan students now experience weekly seminars in their English and history classes and biweekly seminars in their science classes. Other departments, notably mathematics, use occasional seminars to focus instruction. In addition, we offer All School Seminars, Enrichment Seminars, and special topic seminars. Consequently, every Sullivan student regularly explores ideas in text based discussions. This has produced a student body with little tolerance for extended didactic instruction. As a result, even those disciplines which seldom use seminars have altered their instructional plans to encourage student investigation of course material and to accommodate the inevitable arguments this investigation generates.

Our efforts to refine our use of Socratic seminars have included the creation of core reading lists at each grade level. We believe our commitment to the intellectual development of each of our students necessitates the systematic fostering of our students' ability to formulate personal answers to the central questions of human experience. Consequently, these reading lists include major texts representative of both western and non-western culture. The integration of these texts into our instructional plans ensures the sequential character of our curriculum and enables our students to build upon understandings developed in previous years.

Our seminar program also reflects the essential questions we have written for the whole school and for our classes. These questions are intended to focus instruction across the curriculum. In creating our core reading lists, we have chosen seminar texts which prompt students to explore our essential questions and develop their own understandings of the key ideas and concepts which ground our curriculum. As a result, we have provided a context for didactic instruction and have enhanced its effectiveness.

Coaching has also become an integral part of Sullivan's classes. As we have given our students opportunities to explore ideas within seminars and class discussions, we have become increasingly aware of what skills they still need to acquire. Watching our students struggle with close readings, become lost in the logic of arguments, and fail to clearly present their understandings has suggested that traditional workbook drill and practice does not adequately develop the skills our students need to engage in intellectual activities. Sullivan teachers have, therefore, sought to design small group and individualized activities which better realize our students' intellectual potential.

These efforts have been aided by the installation of an AT&T Writers' Workbench and an IBM Math-Science Lab. Our experiences with computer assisted education have enhanced our integration of coaching activities into our instructional plans and have provided us with models of effective coaching strategies. In particular, these labs suggest the importance of sequential instruction and the need to provide students with the tools to evaluate their own work. As a result, Sullivan teachers are presently employing coaching activities with similar characteristics in their classrooms.

Sullivan teachers have also recognized the need to establish hierarchies of skills to guide instructional planning in all disciplines. The first of these will be in place this year. We have designed a writing program to be used across the curriculum. This program identifies the type of writing abilities which should be stressed at each grade level and suggests the kind of writing activities in which the students should engage. We believe this program will ensure the systematic development of our students' competency in written expression.

Curriculum

Sullivan has designed a core curriculum which reflects the essential information skills and concepts which we believe our students need to master. During the coming year, we will implement this curriculum with the seventh and eighth graders in our Paideia Preparatory Program, the high school students in our Paideia Impact Program, and the majority of the freshmen who enter our general school. In addition, the remainder of our student body will experience significant aspects of this revised curriculum. By describing some of the ways we have altered our instructional program to implement our curriculum, we hope to indicate the scope of our curricular efforts.

Since our curriculum relies upon the integration of disciplines, Sullivan's restructured educational program includes a number of related classes at each year level. We have also paired classes in English and history and in mathematics and science for students in our Paideia Prep and Paideia Impact Programs as well as for freshmen entering the general high school. we anticipate that we will eventually institute similarly paired classes for all of Sullivan's students.

We have included in the class pairings for freshmen the instructional time necessary to facilitate team teaching and to accommodate differences in the academic preparation of our ninth graders. These classes have been scheduled with additional periods to be shared by both teachers. The appropriate use of the shared periods will be determined by the two teachers. We anticipate that substantial coaching of students will occur as well as appropriate enrichment and remediation activities. In piloting three period instructional blocks with this year's freshmen, Sullivan hopes to gain the practical information needed to implement the further restructuring of our instructional schedule.

Sullivan has also begun to integrate other disciplines into our two major instructional pairings. Our efforts have focused on establishing connections through the development of interdisciplinary units. While all departments have engaged in this type of curriculum activity, the art department has been particularly committed to integrating their discipline into the curriculum activity, the art department has been particularly committed to integrating their discipline into the curriculum of other classes. As a result, they have instituted "Art Connected," a new course which is specifically intended to relate to other classes. This course serves as a possible model for the development of interdisciplinary courses by other departments.

Our commitment to providing the same quality of education to all our students has prompted the elimination of tracking in all Sullivan classes except those in mathematics and science. We have also coped with the problem of integrating three unique groups of students into our educational program. With each of these groups, we have recognized an obstacle to including these students in the mainstream of our essential school. We have, therefore, endeavored to adjust our curriculum to meet the needs of these students while still fulfilling our commitment to offering them educational experiences similar to those of our other students.

These unique groups of students include the small percentage of freshmen who enter Sullivan profoundly ill-equipped to do high school work. To remediate their deficiencies, we have instituted an introduction to high school year to prepare these students to embark on the regular high school curriculum as sophomores. Another group of students enroll with limited English proficiency. We are presently redesigning our bilingual courses to facilitate the transition of these students into our program when their language skills are adequate. A third group of students, assessed as educable mentally handicapped, have been enrolled in a special education program appropriate to their abilities and resembling as closely as possible that of the regular high school.

While Sullivan has made significant progress in addressing the problems of implementing the curriculum we have developed, we recognize that additional changes need to be made. In particular, we expect this year's reforms to suggest the practical steps we may take to further restructure our instructional day. We also recognize our obligation to continue refining our curriculum. In addition, we have only begun to realize our goal of personalizing the education of each of our students. Our instructional program must include class activities and courses which permit students to explore their interests and realize their own goals for their education.

Evaluation

Sullivan's evaluation program now includes the regular use of exhibitions of mastery in our classes and the addition of an exhibition to our graduation requirements. We have also piloted exhibitions of mastery in mathematics and science and anticipate more widely implementing these exhibitions during this year. To better reflect our revised curriculum, Sullivan is also considering the development of an additional exhibition as a graduation requirement.

At the present, portfolios of student work have been required only in specific classes. While we appreciate the benefits of expanding our use of portfolios, we have also recognized the problems entailed in maintaining such files. We anticipate, however, that the increasing sophistication of our computer resources will encourage the greater use of portfolios as measures of student progress.

Sullivan has also designed evaluation scales which clearly articulate our expectations to both teachers and students. The use of these scales has enhanced our ability to measure student progress while encouraging our students to be more responsible for the quality of their work. These scales have also affected our instructional planning resulting in the implementation of class activities which clearly relate to our educational expectations.

THE ESSENTIAL SCHOOL PROGRAM OF SULLIVAN HIGH SCHOOL, 1991-92

Abstract

During the 1990-91 school year, the Sullivan High School community implemented our Essential School vision in three ways:

We extended and refined our integration of coaching activities and Socratic seminars with didactic instruction.

We revised our class offerings to provide related courses at each grade level.

We expanded our use of exhibitions of mastery as requirements in classes and for graduation.

In the coming year, we will continue these efforts to improve our instructional methods, our curriculum, and our evaluation procedures. We will also enhance the effectiveness of our revised educational program by piloting a restructured school day with our entering freshmen.

Deepening the Understanding

Sullivan's Essential School vision reflects our commitment to providing all our students with the same quality of education enabling each of them to be a citizen in a democracy, a learner for life, and an economically productive member of society. Because of this commitment, we have chosen to involve all Sullivan students in our emerging Essential School rather than focus our efforts on a discrete group of students. As a result, we are restructuring our entire educational program to ensure that our expectations for every Sullivan student will be realized.

If our Essential School program was to involve all our students from its beginning, then the Sullivan community must reconcile our hopes with our realities. While we had a clear idea of the kind of school we would like to create, we also realized the problems inherent in the wholesale restructuring of our educational program. Consequently, we focused our efforts on altering the character of the instruction we offered rather than on changing the fundamental structures of the school. We felt that improving the instructional methods, curriculum, and evaluation measures we used with all our students would more profoundly change our educational program than tinkering with time or instituting unique classes for a portion of our student body.

Our approach to restructuring, however, does not lend itself to succinct articulation. To accurately describe our 1991-92 Essential School, we need to convey both the evolutionary character of our program and the momentum for change which exist within our building. We have, therefore, chosen to include in this report what we have already accomplished as well as what we intend to achieve this year. By focusing on the alterations in our instructional methods, our curriculum, and our evaluation measures, we hope to suggest the scope of our restructuring efforts.

Instructional Methods

The Sullivan community has identified the habits of mind we believe our students need to acquire to be citizens in a democracy, learners for life, and economically productive members of the society. The fulfillment of these roles necessitates fostering in each of our students ...

- the ability to generate questions,
- the ability to search for answers to these questions,
- the ability to organize information into possible answers,
- the ability to present and defend one's answers.

The acquisition of these habits of mind requires our students master information, develop intellectual skills, and explore ideas. Consequently, Sullivan's instructional methods now include didactic instruction, coaching activities, and Socratic seminars. This ensures that our students experience the organized presentation of information, acquire the skills needed to deal with this information, and are encouraged to formulate their own understandings.

This year all Sullivan students will experience weekly seminars in their English and history classes and biweekly seminars in their science classes. Other departments, notably mathematics, use occasional seminars to focus instruction. In addition, we offer All-School Seminars, Enrichment Seminars, and special topic seminars. Consequently, every Sullivan student regularly explores ideas in text-based discussions. This has produced a student body with little tolerance for extended didactic instruction. As a result, even those disciplines which seldom use seminars have altered their instructional plans to encourage student investigation of course material and to accommodate the inevitable arguments this investigation generates.

Our efforts to refine our use of Socratic seminars have resulted in the creation of core reading lists at each grade level. We believe our commitment to the intellectual development of each of our students necessitates the systematic fostering of our students' ability to formulate personal answers to the central questions of human experience. Consequently, these reading lists include major texts representative of both Western and non-Western culture. The integration of these texts into our instructional plans ensures the sequential character of our curriculum and enables our students to build upon understandings developed in previous years.

Our seminar program also reflects the essential questions we have written for the whole school and for our classes. These questions are intended to focus instruction across the curriculum. In creating our core reading lists, we have chosen seminar texts which prompt students to explore our essential questions and develop their own understandings of the key ideas and concepts which ground our curriculum. As a result, we have provided a context for didactic instruction and have enhanced its effectiveness.

Coaching will also be an integral part of Sullivan's classes this year. As we have given our students opportunities to explore ideas within seminars and class discussions, we have become increasingly aware of what skills they still need to acquire. Watching our students struggle with close readings, become lost in the logic of arguments, and fail to clearly present their understandings has suggested that traditional workbook drill and practice does not adequately develop the skills our students need to engage in intellectual activities. Sullivan teachers have, therefore, designed small group and individualized activities which better realize our students' intellectual potential.

These efforts have been aided by the installation of an AT&T Writers' Workbench and an IBM Math-Science Lab. Our experiences with computer-assisted education have enhanced our integration of coaching activities into our instructional plans and have provided us with models of effective coaching strategies. In particular, these labs suggest the importance of sequential instruction and the need to provide students with the tools to evaluate their own work. AS a result, Sullivan teachers are presently employing coaching activities with similar characteristics in their classrooms.

Sullivan teachers have also recognized the need to establish hierarchies of skills to guide instructional planning in all disciplines.

The first of these will be in place this year. We have designed a writing program to be used across the curriculum. This program identifies the type of writing abilities which should be stressed at each grade level and suggests the kind of writing activities in which the students should engage. We believe this program will ensure the systematic development of our students' competency in written expression.

Curriculum

Sullivan has designed a core curriculum which reflects the essential information, skills, and concepts which we believe our students need to master. During the coming year, we will implement this curriculum with the seventh and eighth graders in our Paideia Preparatory Program, the high school students in our Paideia Impact Program, and the majority of the freshmen who enter our general school. In addition, the remainder of our student body will experience significant aspects of this revised curriculum.

Since our curriculum relies upon the integration of disciplines, Sullivan's restructured educational program includes a number of related classes at each year level. We have also paired classes in English and history and in mathematics and science for students in our Paideia Prep and Paideia Impact Programs as well as for freshmen entering the general high school. We anticipate that we will eventually institute similarly paired classes for all of Sullivan's students.

We have designed the paired classes for freshmen to include the instructional time necessary to facilitate team teaching and to accommodate differences in the academic preparation of our ninth graders. These classes have been scheduled with additional periods to be shared by both teachers. The appropriate use of the additional periods in each pairing will be determined by the two teachers involved. We anticipate that substantial coaching of students will occur as well as appropriate enrichment and remediation activities. In piloting three period instructional blocks with this year's freshmen, Sullivan hopes to gain the practical information needed to implement the further restructuring of our instructional time.

Sullivan has also begun to integrate other disciplines into our two major instructional blocks. Our efforts have focused on establishing connections through the development of interdisciplinary units. While all departments have engaged in this type of curriculum activity, the art department has been particularly committed to integrating their discipline into the curriculum of other classes. As a result, they have instituted "Art Connected," a new course which is specifically intended to relate other classes. This course serves as a possible model for the development of interdisciplinary courses by other departments.

Our commitment to providing the same quality of education to all our students has prompted this year's elimination of tracking in all Sullivan classes except those in mathematics and science. Our Essential School experiences have suggested that, with the appropriate assistance, all of our students can meet our high expectations. We have also recognized that in most disciplines that tracking of students results in the lowering of our expectations for a significant number of our students.

The Sullivan community has, however, needed to cope with the problem of integrating three unique groups of students into our educational program. With each of these groups, we have identified significant obstacles preventing these students from entering the mainstream of our Essential School. By adjusting our curriculum to meet the needs of these students, we hope to offer them educational experiences similar to those of our other students.

These students include the small percentage of freshmen who enter Sullivan profoundly ill-equipped to do high school work. To remediate their deficiencies, we have instituted an introduction to high school year to prepare them to embark on the regular high school curriculum as sophomores. Another group of students enroll with limited English proficiency. We are presently redesigning our bilingual courses to facilitate their transition into our program when their language skills are adequate. A third group of students, assessed as educable mentally handicapped, have been enrolled in a special education program appropriate to their abilities and resembling as closely as possible that of the regular high school.

While Sullivan has made significant progress in addressing the problems of implementing the curriculum we have developed, we recognize that additional changes need to be made. In particular, we expect this year's reforms to suggest the practical steps we may take to further restructure our instructional day. We also recognize our obligation to continue our curriculum development efforts. We have only begun to realize our goal of personalizing the education of each of our students. Our curriculum must include class activities and courses which encourage students to explore their interests and to realize their own goals for their education.

Evaluation

Sullivan's evaluation measures now include the regular use of exhibitions of mastery in our classes. WE have also added an exhibition to our graduation requirements for all students. In addition, we have piloted exhibitions of mastery in mathematics and science in anticipation of adding them to our graduation requirements this year. Sullivan is also exploring the institution of a senior project which would allow us to individualize our assessment of students while encouraging the students to investigate problems which interest them.

At the present, portfolios of student work have been required only in specific classes. While we acknowledge the benefits of extending our use of portfolios, we have also recognized the problems entailed in maintaining such files. We anticipate, however, that our increasing computer capacity will facilitate the greater use of portfolios as measures of student progress.

Recognizing the benefits of standardizing our evaluation procedures, the Sullivan community has developed evaluation scales which clearly articulate our expectations for both teachers and students. Using these scales this year should enhance our ability to measure fairly a student's performance while encouraging our students to be more responsible for the quality of their work. Awareness of these scales should also affect our instructional planning resulting in the development of class activities which are consistent with our educational expectations.

We expect that our experiences with new forms of evaluation will generate additional changes in our assessment strategies as well as suggest the ways we should further revise our instructional program. The reciprocal relationship between evaluation and curriculum necessitates our continuing attention to improving our methods of evaluating Sullivan students.

The Writing Experience at Sullivan

The most difficult area to solve in the coaching area was writing. The local school council allowed the school to utilize their Chapter One funding to purchase two teachers, math-science and English-history, and furniture and software for an AT&T Writer's Workbench. I initially had some idea of its success when I visited, and the room was continually filled with students who normally would have been in study hall, at lunch, or in the library. I really became interested when teachers asked me, "What are we going to do about students who are cutting my class to go into the Writer's Workbench to write research papers and other class assignments?" I talked to the Workbench teachers, and it was true. Each English and history class was scheduled into the Writer's Workbench every other week, and when there were spaces available, students were allowed to work independently on whatever writing assignment that they wanted to develop. The situation had developed into a rush to get to the door and line up as soon as the bell rang. Numbers were handed out and, in order to alleviate the problem, we made adjustments in the other computer labs in the school to avoid conflict. I didn't know what to say to students who were now doing what I had been trying to get them to do for my entire administrative career, so I simply told them, "Don't cut class."

I knew why those students wanted to be coached in this manner. The most demoralizing time in all of our school lives was when teachers returned our compositions or math assignments with a flourish of distinctive red marks. For those of us who had poor penmanship, it was worse. In the Writer's Workbench, each paper was returned typed, and neatly spaced with a professional to guide you, and a computer to give you an idea of what you had done incorrectly before giving it to the teacher. I could have really used this setup when I was a secondary and college student. I also noticed that the students did not try to hide what they were writing when I looked over their shoulders but, instead, invited me to sit and watch or help since I wasn't doing anything anyway. I couldn't imagine sharing my own poorly written paper with a teacher or my own beloved high school principal, Dr. Virginia Lewis, a Harvard Ph.D. I think I would have considered an extreme alternative first.

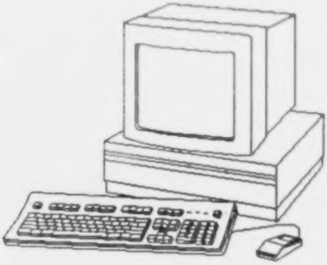
No man's knowledge here can go beyond his experience.-- Essay on Human Understanding [1690]. John Locke.

AT&T WRITER'S WORKBENCH SYSTEM

Without WWB, it takes laborious reading and correcting of the first draft of all students' papers by a single teacher before rewriting can be done. The time lag is such on longer papers that continuity and interest are often lost. With Writer's Workbench, an entire class of students can receive feedback from computer analysis and rewrite the paper in a single class period. For the final critiques, the teacher receives a clean, printed copy that has already been revised and improved several times with the help of WWB. Students will write many more papers each semester and rewrite each paper many more times than in the past.

Before Writer's Workbench, the process of revising and rewriting was considered drudgery by the students. Judging by the packed WWB labs all across the country, rewriting is now considered fun. To accomplish the rapid feedback on students' papers without WWB would have required a prohibitively expensive increase in the number of certified English teachers.

Writer's Workbench software runs on the AT&T 3B2 computer. If your school already has personal computers (Apple, IBM, or others), you will be pleased to know that Writer's Workbench is compatible with those PCs. All you need to build a writing analysis center is the AT&T 3B2 computer, Writer's Workbench software, and cables to connect your personal computers to the 3B2. If you do not have personal computers or want to use less costly workstations, you can select AT&T terminals.



Also, the features of the 3B2 computer allow networking to a school's existing PCs and the full use of many other software programs in addition to Writer's Workbench.

WHAT KIND OF INSTALLATION, TRAINING, AND SUPPORT DOES AT&T OFFER FOR WRITER'S WORKBENCH?

When you purchase Writer's Workbench from AT&T, you receive:

- Installation by qualified AT&T technicians.
- On-site training for teachers and system administrators.

AT&T WRITER'S WORKBENCH SYSTEM

- The Writer's Workbench Teacher's Manual that provides a comprehensive, step-by-step approach to classroom strategies, methods, and materials.
- Maintenance support by qualified technicians and a toll free hotline number to call with questions or problems.
- User newsletter that is filled with information on new ways to use Writer's Workbench.

AT&T WRITER'S WORKBENCH PROPOSAL

1. **OBJECTIVES AND SUBJECT AREAS THAT THE PROPOSAL IS DESIGNED TO ADDRESS:**
   - A. Addresses basic writing skills: Spelling, grammar, syntax, diction, sentence combining, organization, etc.
   - B. Promotes achievement and self-esteem: Shows students that writing is a definable process that can be mastered.
   - C. Encourages the class to become a community of writers through an alliance of teacher and student.
   - D. Provides success in writing across the curriculum where expository writing is required.
   - E. Encourages students to write generally and not just for the requirements of a class.

2. **A DESCRIPTION OF THE INSTRUCTIONAL APPROACH OR STRATEGY TO BE USED IN ADDRESSING THE SUBJECT AREAS:**
   - A. Promote "process writing:" Pre-writing, drafting, revising, editing, final draft.
   - B. Provide hands-on experience, kinesthetic mode.
   - C. Promote introductory keyboarding skills and word processing.
   - D. Provide low-risk instant feedback that encourages practice.
   - E. Foster collaborative effort (student with student and student with teacher).
   - F. Provide students with a sense of control and ownership.
   - G. Include classroom instruction on use of the hardware.
   - H. Encourage success which breeds further success.

3. **THE SUGGESTED NUMBER OF PUPILS PER CLASS AND THE GRADE LEVELS OF PUPILS WHO ARE MOST LIKELY TO BENEFIT FROM PARTICIPATION IN THE ACTIVITY:**
   - A. Pupils per period is dependent on the number of terminals available. One pupil per terminal is recommended.
   - B. With the Custom Draft capability, Writer's Workbench is appropriate for students from 5th grade through college.
   - C. Writer's Workbench can be tailored to the specific needs of low-achieving students, average students, and above-average students.

4. **THE SUGGESTED SPACE, FACILITIES, AND SPECIAL NEEDS TO EFFECTIVELY IMPLEMENT THE ACTIVITY:**
   - A. Lab setting with one terminal per student. Typically, 20-25 total terminals or workstations.
   - B. One AT&T 3B2 mini-computer and one printer.
   - C. No special operating environment required.

5. **THE EVALUATION PROCEDURE FOR THE ACTIVITY:**
   - A. Student success on various District assessments will be examined.
   - B. Administrators, staff, students, and parents will provide written evaluation.
   - C. Pre-Post scores will be examined.

PAIDEIA CONFERENCE CENTER

The Paideia Conference Center is an idea for teachers, principals, and other educators to come together to learn about the latest activities relating to the *Paideia* and *Alliance/Coalition* Programs. We also need to centralize our activities, improve travel time between schools, and staff development locations, and put together a schedule that would benefit all children, not a privileged few, by presenting them with a curriculum that is challenging, a method that empowers them, and a reasonable assurance that the educational quality approaches that of districts with far more resources. These children and teachers need a place that makes them feel that who they are and what they are doing is important.

The conference center would accommodate the entire faculty of elementary schools, or the English, history, and science departments of the larger secondary schools. It would also, and very importantly, provide the training facility for future change agents, or consultants, who will work directly with teachers in the classrooms, and lead Socratic discussion groups, discuss demonstrations of mastery, collaborative activities, and diplomas by an exhibition of mastery.

The need is obvious for a centralized location for connecting data banks of curricular offerings for all member schools, which could be transferred immediately to the school or class making a request for related material, while utilizing a thematic approach, which would cross department or discipline guidelines.

Declaration of Paideia Principles

We, the members of the Paideia Associates, hold these truths to be the principles of the Paideia Program:

1. that all children are educable;
2. that, therefore, they all deserve the same quality of schooling, not just the same quantity;
3. that the quality of schooling to which they are entitled is what the wisest parent would wish for their own children, the best education for the best being the best education for all;
4. that schooling at its best is preparation for becoming generally educated in the course of a whole lifetime, and that schools should be judged on how well they provide such preparation;
5. that the three callings for which schooling should prepare all Americans are, (a) to earn a decent livelihood, (b) to be a good citizen of the Republic, and (c) to make a good life for one's self;
6. that the primary cause of genuine learning is the activity of the learner's own mind, sometimes with the help of a teacher functioning as a secondary and cooperative cause;
7. that the three kinds of teaching that should occur in our schools are didactic teaching of subject matter, coaching that produces the skills of learning, and Socratic questioning in seminar discussions;
8. that the results of these three kinds of teaching should be (a) the acquisition of organized knowledge, (b) the formation of habits of skill in the use of language and mathematics, and (c) the growth of the mind's understanding of basic ideas and issues;
9. that each student's achievement of these results should be measured against that student's capacity to learn, and should not be related to the achievements of other students;
10. that the principal of a school should be the principal teacher and educational leader of the school community;
11. that the principal and faculty of a school should themselves be actively engaged in learning; and
12. that the desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching.

APPENDIX A

SULLIVAN HIGH SCHOOL
PAIDEIA PROGRAM
1990-1991 THROUGH 1993-1994

Patricia Anderson, Assistant Principal
Barbara Jacoby, Acting Assistant Principal

Robert D. Brazil, Principal
Kathryn Ruffalo, Paideia Program Developer
Moses Vines, Paideia Prep Program Developer

SEMINAR SCHEDULE 1990-1991

Enrichment 8:00 - 9:24 a.m.

09/20/90 - An Enemy of the People - Ibsen - Jennings/Kelly
10/18/90 - Heart of Darkness - Conrad - Pardys/Sniezewski
11/13/90 - The Epic of Gilgamesh - Sandars - Kishkunas/Karales
12/13/90 - U.S. Constitution - R. Harris/Butler
01/17/91 - Things Fall Apart - Achebe - Barton/Vines
02/21/91 - Kaffir Boy - Mathabane - Alvey/Karales
03/14/91 - The Underdogs - Azuela - Velazquez/LaBay
04/11/91 - Antigone - Sophocles - Gross/Kinney
05/16/91 - Inherit the Wind - Lawrence - Lundy/Porter
06/06/91 - Animal Farm - Orwell - Campe-Montcalm/Taylor

All-School Seminar 9:52 - 10:42 a.m.

10/25/90 - "The Melian Dialogue: - Thucydides
01/11/91 - "The Ethics of Living Crow" - Wright
03/23/91 - "A Room of One's Own" - Wolfe
05/03/91 - Second Treatise of Government "Of Civil Government" Book II, Chapters 1-4 - Locke

SEMINAR SCHEDULE 1990-1991 (CONTINUED)

Special Enrichment Seminars 8:00

Mathematics

11/30/90	-	Elements - "Definitions" - Euclid - Becker/Velazquez
02/14/91	-	"Symmetry" - Weyl - Lundy/J. Smith
03/28/91	-	"Definition of Numbers" - Russell - Blair/Velazquez

Science

02/07/91	-	"In Groups and Out Groups" Morris - Johnson/D. Smith

Spanish

12/06/90	-	San Manuel Bueno, Martir - Maguel de Unamuno - Velazquez/Casto
04/04/91	-	"En defensa de la abolicion de la esclavitud" - Castelar - Velazquez/Shepherd

French

06/06/91	-	"Le Grand Michu" - Zola - Alfonsi

Sample of Paideia Regular Classroom Seminars

1. Genesis
2. Exodis
3. Pride and Prejudice - Austen
4. The World of Africa - DuBois
5. Paradise Lost - Milton
6. Comparative Religions
7. A Tale of Two Cities - Dickens
8. Of Mice and Men - Steinbeck

SEMINAR SCHEDULE 1991-1992

Enrichment

September	Julius Caesar - Shakespeare
October	Lycurgus - Plutarch
November	All Quiet on the Western Front - Remarque
December	The Human Zoo - Morris
January	Black Boy - Wright
February	Manchild in the Promised Land - Brown
March	Siddhartha - Hesse
April	The Great Gatsby - Fitzgerald
May	The Jungle - Sinclair
June	Dr. Faustus - Marlow

All-School

October	"Happiness" - Aristotle & "Happiness" -Herodotus
January	Plessy v. Ferguson
March	"Property" - Locke "A Letter to the President of the U.S. from Indian Chief, Seattle"
May	U.S. Declaration of Independence French Declaration of Independence

SEMINAR SCHEDULE 1992-1993

Enrichment

September	"Apology" - Plato
October	"Phaedo" - Plato
November	Eumenides - Aeschylus
December	Frankenstein - Shelley
January	Dred Scott v. John F. Sanford Springfield Speech, June 26, 1857 - Lincoln The Missouri Compromise
February	Cry, the Beloved Country - Paton
March	The Prince - Machiavelli
April	"An Outpost of Progress" - Conrad
May	A Doll's House - Ibsen
June	The Crucible - Miller

SEMINAR SCHEDULE 1992-1993 (CONTINUED)

All-School

October	"Why War" - Freud
January	"Letter from the Birmingham Jail" - King
March	On the Social Contract - Book I - Rousseau
May	"Why Great Revolutions Will Become Rare" - Tocqueville

SEMINAR SCHEDULE 1993-1994

Enrichment

September	Farewell to Mananar - Wakatsuki-Houston
October	Faust - Goethe
November	Nectar in a Sieve - Markandaya
December	Brave New World - Huxley
January	Native Son - Wright
February	The Color Purple - Walker
March	Merchant of Venice - Shakespeare
April	The Communist Manifesto - Marx
May	Anthem - Rand
June	Othello - Shakespeare

All-School

October	The Secret Sharer - Conrad
January	Narrative of the Life of Frederick Douglass (Chaps. 1, 6, 7 & 10) - Douglass
March	"Civil Disobedience" - Thoreau
May	"Observations on American Life and Government" - Tocqueville

APPENDIX B

THE PAIDEIA INSTITUTE OF HYDE PARK WEEKEND IMMERSION RETREATS FALL 1991 - SPRING 1992

October 26	-	"Influence of Democracy on the Family," Alexis 25- de Toqueville "A Room of One's Own," Virginia Woolf Mini-seminars
November 15-17	-	"Beyond Good and Evil," F. Nietzsche Julius Caesar, Shakespeare Mini-seminars
January 17-19	-	"The Apology," Plato "Lycurgus," Plutarch Mini-seminars
February 14-16	-	"An American Slave," Frederick Douglass Plessy v. Ferguson Mini-seminars
March 13-14	-	"The Social Contract," Rousseau "The Earth Does Not Belong to Man," Chief Seattle "On Property," John Locke Mini-seminars
April 10-12	-	"Politics," Aristotle The Human Zoo, "In-Groups, Out-Groups," D. Harris Mini-seminars
May 15-17	-	Civil Disobedience, Henry David Thoreau "Letter From the Birmingham Jail," Martin L. King Mini-seminars

Some immersion weekends, by request, will include mini-seminar and collaborative learning exercises.

All materials must be received and read before the scheduled weekend.

Special group requests will be honored. I.e.

1. Faustus, Christopher Marlowe
2. Othello, Shakespeare
3. The Merchant of Venice, Shakespeare
4. An American Slave, Frederick Douglas
5. The Secret Sharer, Conrad
6. "Of Civil Government," Locke
7. "A State of Nature," Hobbes
8. "Happiness," Aristotle
   "Happiness," Herodotus
9. "The Melian Dialogue," Thucydides
10. "Of Civil Government," Book II, Chaps. 1-4, John Locke
11. "Why War," Sigmund Freud
12. "Why Great Revolutions Will Become Rare," Alexis de Toqueville

GRADES
DIVISION
NO!
DRUGS

APPENDIX C

AN OVERVIEW OF SELECTED READINGS FOR SEMINARS IN ENGLISH, HISTORY AND SCIENCE IN THE SULLIVAN HIGH SCHOOL CURRICULUM

SUGGESTED SEMINAR READINGS
HIGH SCHOOL ENGLISH

Freshman Year

Author	**Title**
Adams, Richard	*Watership Down*
Blake, William	Selected poems
Browning, Elizabeth Barrett	*Sonnet 43*
Burns, Robert	Selected poems
Chekhov, Anton	"The Evildoer"
Coleridge, Samuel Taylor	Selected poems
Conrad, Joseph	"Youth"
Crane, Stephen	"The Open Boat"
Dickens, Charles	*Great Expectations*; *Oliver Twist*
Dickinson, Emily	Selected poems
Douglass, Frederick	*Narrative of the Life of Frederick Douglass*; "Oration in Memory of in Memory of Abraham Lincoln"
	Ecclesiastes 3:1-8
Fitzgerald, F. Scott	"The Diamond as Big as the Ritz"
Frank, Anne	*Anne Frank: The Diary of a Young Girl*
Frost, Robert	Selected poems
Giovanni, Nikki	Selected poems
Gogol, Nickola	"The Overcoat"
Golding, William	*Lord of the Flies*

Suggested Seminar Readings, High School English (continued)

Freshman Year

Author	**Title**
Harte, Bret	"The Luck of Roaring Camp"
Hemingway, Ernest	*The Old Man and the Sea*
Henry, O.	"The Cop and the Anthem"; "The Gift of the Magi"
Homer	Selections from *The Odyssey*
Hughes, Langston	Selected poems
Irving, Washington	*The Sketch Book*
Jackson, Shirley	"Charles"; "The Lottery"
Keller, Helen	*The Story of My Life*
King, Martin Luther, Jr.	"Letter From the Birmingham Jail"
London, Jack	*The Call of the Wild*; "To Build a Fire"
Maupassant, Guy de	"The Necklace"
O'Flaherty, Liam	"The Sniper"
Petry, Ann	"Tituba of Salem Village"
Poe, Edgar Allan	Selected stories and poems
Sandburg, Carl	Selected poems
Shakespeare, William	*Julius Caesar*; *Romeo and Juliet*; selected sonnets
Steinbeck, John	"Flight"; *The Pearl*; *Of Mice and Men*
Stevenson, Robert Louis	*Treasure Island*

APPENDIX D

TWO YEAR REPORTS ON THE PAIDEIA PROPOSAL IN CHICAGO, THE DEPARTMENT OF RESEARCH AND EVALUATION

Restructuring Guided by a Vision: the Creation of Sullivan High School's Essential School

by

Eileen Barton, English Teacher
Sullivan High School

In 1984, Sullivan High School initiated a curriculum revision based upon the principles articulated in Mortimer Adler's *The Paideia Proposal*. We tacitly accepted the Paideia philosophy that all our students should receive the same quality of education. We also subscribed to the tenet that as a result of their education our students should be prepared to be citizens in a democracy, learners for life, and able to earn a living. We had adopted a new vision for Sullivan; we "merely" needed to implement it.

Looking back over the last six years reveals how naively we embarked upon our Paideia adventure as well as how potent the vision we adopted was. Few of us anticipated how radically this new vision would alter our instructional methods, our curriculum, and most importantly our students. None of us completely understood the complexity of the changes which awaited us nor the conflicts such changes would engender. As an educational community we have had to learn to communicate in new ways, explore new options, and continually redefine the vision we accepted when we became a Paideia school.

This process of communication, exploration, and redefinition became more intense when we joined the Coalition of Essential

Schools in 1989. For a time our restructuring efforts became mired in the minutia of bell schedules, course pairings, teaching loads, and other factionalizing agendas for change. Each Essential School principle we examined, each article we read, each workshop we attended further splintered our restructuring efforts. What helped us regain consensus and our educational momentum was focusing upon our vision. Recalling this vision provided the cohesive context for our discussions of the Essential School principles and their possible implications for Sullivan. The principles in turn assisted us in clarifying our vision and devising new ways to realize it.

As a consequence, the Sullivan community has, during the past year, engaged in a number of activities which will result in a substantially different and, we hope, better school. These activities build upon the foundation laid by our Paideia experiences and reflect a better understanding of the vision we adopted in 1984. Examining Sullivan's efforts to improve instructional methods, develop our commitment to its realization. This examination also suggests the work which still must be accomplished if our vision is to become a reality.

Instructional Methods and Sullivan's Vision

When Sullivan High School initiated its Paideia Program, new forms of instruction entered our classrooms. WE had already recognized that good teaching involved active learning situations, but our repertoire for creating such situations was limited. Paideia introduced the faculty to the Socratic seminar, a potent tool for involving students in the exploration of ideas. Using the seminar, in turn, occasioned the development and use of new forms of coaching.

During the last seven years, the entire Sullivan faculty has regularly participated in Socratic seminars. These staff development experiences have caused the seminar to become central to instruction in all English, history, and science classes. IN addition, teachers in other disciplines use periodic seminars to focus instruction within their classes.

The Socratic seminar has also provided the Sullivan community with an intellectual focus. Quarterly all-school seminars, monthly enrichment seminars, and occasional special topic seminars have fostered a school-wide exploration of ideas. We are an educational community where freshman and seniors, remedial and honors students, junior high and high school students, minority and non-minority students regularly engage in meaningful conversation.

We are also a school where these same conversations occur among teachers and impact upon instruction in diverse classes. It is not unusual to overhear language, music, and physical education teachers discussing historical, philosophical, and literary texts. Nor is it uncommon for these same teachers to refer to these texts to illustrate points they wish to make in their respective classes.

As we have become increasingly committed to the Socratic seminar, the Sullivan faculty has become increasingly aware of the need for coaching our students. Prior to Paideia, our notion of coaching related closely to our students' performance on standardized tests. This view of coaching necessitated little adjustment of our daily schedule nor did it demand creative coaching strategies. The regular inclusion of workbook drill and practice seemed all that was needed.

Our use of the Socratic seminar, however, has prompted a more profound understanding of the skills and habits of minds our students must acquire in order to engage in the exploration and expression of ideas. It has thus become clearer to us what skills and habits of mind have not as yet been acquired by each of our students.

As a consequence, the Sullivan faculty is experimenting with a variety of coaching strategies intended to promote the intellectual development of our students. We have also recognized that these strategies require an allotment of instructional time which is more substantial than that needed for workbook drill. Our revised schedule for next year, therefore, includes time for the regular coaching of students.

The seminars have enabled us to watch our students struggle with close readings, become lost in the logic of argument, and fail to organize and clearly present their ideas.

Our efforts to develop effective coaching strategies have been aided by the recent installation of two computer labs, an AT&T Writers Workbench and an IBM Math-Science Lab. While cyberphobia used to be the norm among the faculty, we are now discovering the power of technology to assist us in creating students who are capable of independent intellectual inquiry and expression. Both labs engage students to thoroughly that the concept of teacher as coach, student as worker becomes viable. Both labs encourage students to be responsible for the quality of their work by providing them with the tools to evaluate their own performance. In addition, these labs have provided teachers with models for the design of effective coaching activities. Using the labs has also helped teachers better comprehend the reciprocal character of coaching and whole-class instruction.

The instructional methods of Sullivan's faculty have altered substantially during the last seven years. Not only are we employing different methods, but we have begun effectively to integrate those methods to realize our commitment to the same quality of education for all our students.

We recognize, however, a need for the continued improvement of our instructional methods. Many of these improvements depend upon the resourcefulness of our teachers and administrators. Others rely upon the expanded use of computer technology within our building. Articulating the tasks which we hope to accomplish confirms our willingness to improve instruction at Sullivan and our awareness of technology's place in these efforts.

We hope to enhance the effectiveness of the Socratic seminar process by:

using upperclassmen to lead seminars with the younger students

mentoring inexperienced teachers by teachers more experienced with the leading of seminars

expanding the regular use of seminars to all disciplines further integrating disciplines by refining core seminar reading lists

inviting parents and community members to participate in special seminars

We anticipate that computer technology can help us improve the effectiveness of seminars by:

enabling us to create a file on disk of seminar readings indexed by topic, course, and question

facilitating student investigation of issues raised in seminars by expanding our library resources through technology allowing students and faculty to measure intellectual growth over years through the storage on disk of student essays responding to questions raised in seminars

simplifying the random sorting of students for all school seminars and other whole school activities

providing an alternative to text based seminars through the use of interactive software

Our efforts to improve our coaching strategies are still in their infancy. Among the tasks we presently recognize are:

clearly identifying the habits of mind which we believe are central to our educational program and upon which we will focus our energies

articulating the skills which we think correlate with the identified habits of mind

developing a hierarchy of skill activities to ensure mastery

integrating this skill hierarchy into our classroom instruction

We anticipate that we can further enhance the role of computer technology in coaching by:

requiring all freshmen to take a computer literacy/keyboarding class

inservicing our staff in the effective use of computers in coaching

relating our hierarchy of essential skills to the potential of our existing computer labs

devising electronic means to record student skill acquisition to reveal student progress over years investigating the potential of technology to further enhance the development of our students' habits of mind and their acquisition of skills

exploring the connection between computer-assisted coaching and whole class instruction

providing computers for classroom use to further integrate coaching into whole class instruction

developing additional coaching activities patterned on and reinforcing software programs

To increase our repertoire of active learning situations, the Sullivan faculty has begun to use cooperative learning strategies to complement their seminar and coaching activities. The use of these strategies suggest their place in our instructional plans. Among the tasks which would encourage the further use of cooperative learning activities are:

inservicing our faculty in the use of cooperative learning strategies

developing cooperative learning activities which supplement classroom instruction and complement our seminar and coaching activities

devising cooperative learning activities which exploit the potential of our present computer labs

investigating the potential role of technology in the further development of cooperative learning activities

creating a file on disk of cooperative learning activities

Curriculum and Sullivan's Vision

Last year's re-examination of the vision of its relationship to the Essential School principles prompted the writing of whole school essential questions. Formulating these questions helped us better understand what we meant when we said that as a result of their education our students would be prepared to be citizens in a democracy, learners for life, and able to earn a living.

Sullivan High School's Essential Questions

- I. Citizens of a Democracy
  - A. What are the responsibilities of a good citizen?
  - B. How has cultural pluralism shaped our democracy?
  - C. What are the enduring unique values of American culture?
- II. Life-long Learners
  - A. What do I observe?
  - B. How do I evaluate my observations?
  - C. How do I apply and express my observations?
- III. Earning a Living
  - A. What are my options for life?
  - B. What are my goals for life?
  - C. How will I attain my goals?

These essential questions have guided our curriculum development and provided a basis for the integration of school-wide instruction. In particular, our essential questions have ...

> fostered the inclusion of all departments in curriculum discussions preventing the more traditional academic disciplines from dominating our restructuring efforts.
>
> focused interdisciplinary conversation enabling teachers to discover links among such diverse classes as physical education, art, and mathematics.
>
> strengthened the ties between obviously related subjects such as English and history and mathematics and science.
>
> provided a means for mediating disagreements about which of [sic] a multitude of topics, concepts, habits of mind, and skills are truly essential.

As a result of discussions guided by our essential questions, the Sullivan community has recognized the need for further curriculum development. Before joining the Coalition of Essential Schools, we perceived our educational program to be well articulated and meeting the needs of most of our students. While we considered the refinement of our curriculum as a necessary on-going process, we failed to grasp our potential for more substantive curriculum change. This substantive change is now occurring.

"The past year has challenged us to design a curriculum which truly realizes our vision."

Presently departments and interdepartmental groups are meeting to examine what has been taught and more importantly what should be taught. These discussions include data from current assessment instruments and speculation about the development of alternative assessment measures. We are under no illusions that the courses we are designing for next year will be in their final form. As departments plan together, teach together, and assess together, we anticipate a cycle of continual revision. We also expect that unforeseen areas of interconnectedness among all disciplines will emerge necessitating even further curriculum revision.

The Sullivan curriculum is therefore in a state of flux. We can present a portfolio of class descriptions and course syllabi, but we see these as works in progress. Because of our experiences with Paideia, we have in place many of the structures necessary for further curriculum development. Because of our Essential School conversations, we have a revitalized commitment to our vision. The Sullivan community is confident that it can meet this challenge.

Specifically, the major curriculum tasks with which we are presently grappling are:

> developing a humanities approach to the teaching of paired English and history classes at each year level
>
> integrating mathematics and science so that the pairing of those disciplines may yield the maximum benefits

integrating the other disciplines into the two major instructional blocks

writing course essential questions which are reflective of our whole school essential questions

devising alternative curriculums for students in need of intensive remediation, students lacking proficiency in English, and students assessed as educable mentally handicapped

moving learning disability services into the mainstream of classes

developing courses which permit students to follow their interests and which complement the core classes

providing the opportunity for regular interdisciplinary conversations

We intend to use computer technology to assist our curriculum development efforts by:

researching computer programs which would make our programs for special needs students more effective

exploring the potential of our present computer labs to strengthen the connections among disciplines

installing multimedia computer technology in an art room to encourage students to make connections among disciplines and to present those connections in new ways

developing the library into a resource center which would facilitate student investigation of core concepts and enable them to pursue their interests

creating computer research stations in three of our computer rooms to capitalize on the ability of computer technology to raise questions using technology to create the structures by which the needs of each of our students may be identified, tracked, and addressed

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Schedule of Classes and Sullivan's Vision

As a result of altering our instructional methods and revising our curriculum, Sullivan has revamped its course offerings for next year. In contrast to previous years, virtually all our entering freshmen will be enrolled in the same course of studies, and the majority of our upperclassmen will also pursue a common curriculum. In addition, the bulk of our class offerings will be nontracked. We will have thus moved substantially closer to realizing our commitment to the same quality of education for all our students.

Underlying our new schedule of class offerings are three fundamental understandings of what we believe education at Sullivan should be.

1. We recognize the need for all students to take a common core of classes. These classes provide a foundation for independent intellectual pursuit since they develop student skill in intellectual inquiry and the ability to present the knowledge gained through this inquiry. The core classes also give students a shared body of knowledge and educational experiences creating the basis for independent intellectual inquiry and a common vocabulary for intellectual discussion.

2. We believe that an interdisciplinary approach is the best way to maximize the effectiveness of our instructional time. Designing classes around concepts common to more than one discipline reinforces these concepts and encourages the students to make the connections which lie at the center of intellectual inquiry. For these reasons, most English and history classes will be paired as will a large number of mathematics and science classes. In addition, some unique pairings with art, music, physical education, and vocational education will be piloted.

3. We advocate the right of students to pursue their own interests in our school. While we believe it is essential that all students take a common core of classes, we also feel that it is essential that each student's education be individualized. Recognition of this need for individualization has led us to

include optional classes at the sophomore and junior years. These classes are intended to prepare students to establish and realize their own goals for their education. Further, we are offering a highly elective senior year where the students, having been prepared by the core classes, may follow their own interests in depth.

We recognize, however, that our proposed educational plan does not meet the needs of all our entering students. A small percentage of these students are profoundly ill-prepared to do high school work. We have therefore designed an introduction to high school year to prepare these students to embark upon the regular high school curriculum as sophomores.

Another group of our students enter with little facility in English. Consequently, we are redesigning our English as a Second Language classes [sic] and bilingual program to parallel those of the regular high school. We are also developing transition classes to ease the movement of our foreign students into the regular high school.

As a general high school, Sullivan enrolls students assessed as being educable mentally handicapped. Few of these student ever fully transition into the regular high school program. Realizing this, we are exploring ways that their education may as closely as possible resemble in quality and content that our other students.

We believe that the schedule of classes we are putting in place next year is the first step in a truly restructured school. As a first step, however, it prompts other tasks which much [sic] be undertaken if our vision is to be realized. Among these tasks are:

assessing the effectiveness of our restructured time searching for solutions to our room usage problems

dealing creatively with students who are out of sync with our educational program because they have transferred from other schools or have failed to meet requirements within classes in our school

providing opportunities for students in need of remediation or enrichment expanding our pairings of classes to further integrate our curriculum

We see technology as assisting us in accomplishing these tasks by:

providing us with alternatives to traditional classroom experiences especially in science where we have limited laboratory space

allowing us to create independent study instructional units to minimize the discrepancies between the requirements of our educational program and those of other schools

permitting us to realistically extend the time which a student may need to master course material rather than requiring the student to repeat the class

enabling us to individualize instruction for students who are in need of remediation or enrichment

facilitating the further integration of disciplines through the development of library resources and the installation of a multimedia production center in an art room

Assessment Measures and Sullivan's Vision

When Sullivan joined the Coalition of Essential Schools,the evaluation of student performance was as fragmented as our schedule of classes. Teachers established their own exit criteria for each of their classes, and standards for acceptable performance varied widely. We relied instead upon our intuitive perception that education had improved at Sullivan and the validation of this perception of standardized city test data.

"While we had a vision of the kind of student we wished to produce, we had no formal way of assessing our success."

Fortunately our principal, Dr. Robert Brazil, had long grappled with the problem of evaluation and was searching for alternative assessment measures. The Essential School's principle of exhibition of mastery suggested to him that if our curriculum was anchored by the Socratic seminar and if our instructional methods were intended to develop the students' ability to explore and express ideas, then all students should successfully demonstrate these abilities in a senior seminar before graduating.

Working with the faculty, Dr. Brazil developed and instituted a "Diploma by Exhibition" requirement for the Class of 1989. This was a month after we had been accepted into the Coalition. The speed with which this exhibition was developed and instituted attests to Dr. Brazil's position as the chief visionary of Sullivan High School. It also demonstrates his confidence that his staff had effectively implemented the vision of the school.

Our first "Diploma by Exhibition" consisted of a Socratic seminar based upon a reading we had used in an earlier all school seminar, "Why War" by Sigmund Freud; a document from American history, "The Gettysburg Address"; and two short stories by Ambrose Bierce. All seniors were randomly assigned to seminar groups composed of ten students and two teachers. For ninety minutes each of these groups explored the readings analyzing key ideas and establishing connections among these ideas. At the end of the seminar, the teachers evaluated the participation of each student. Seniors who failed to evidence an understanding of the reading or appropriate seminar behavior were allowed to participate in a make-up seminar.

Following the seminar, each senior had to submit an acceptable three to five page essay exploring the readings and the ideas developed in the seminar. Unacceptable papers were returned for revision and further development.

We felt that since all our seniors had regularly participated in seminars and all had received substantial instruction in reading and composition, they should demonstrate competence in reading, thanking, and writing before they were awarded a diploma from Sullivan High School. While we had anticipated serious resistance from our seniors, we discovered they were enthusiastic about the experience. Rather than feeling threatened by a possible obstacle to graduation, they faced the seminar with confidence. The faculty helped instill this confidence by volunteering to aid insecure students prepare for the seminar as well as assisting students in revising their essays.

We repeated the "Diploma by Exhibition" in May 1990. The seminar was again based upon an all school seminar reading, "On Civil Disobedience" by Henry David Thoreau; a document from American history, "The Bill of Rights"; and this time a philosophical work, "The Apology" by Plato. For this exhibition, however, we employed a grading scale for the evaluation of the essays. This scale was distributed to all seniors, and it clearly articulated the standards by which their essays would be judged.

The scale was intended to establish more uniformity in the evaluation of the essays by teachers. Interestingly, the scale also resulted in a higher quality of paper being written by the students. We had learned something: clear assessment criteria produces better student performance.

In addition, we have discovered that the scale is presently being used by some teachers to evaluate class writing assignments in anticipation of the "Diploma by Exhibition." While we knew that standardized tests frequently control curriculum, we have discovered that more subjective evaluation measures can also impact upon instruction. This suggests to us the value of designing well articulated assessment measures as we develop and implement curriculum.

Consequently, we intend to refine our essay evaluation standards to make them applicable to writing assignments across the curriculum. We also intend to create a longitudinal scale of seminar behaviors which can be used to evaluate this year's "Diploma by Exhibition" participants. Both scales would be applicable to students at all year levels.

We anticipate using these essay and seminar evaluation scales on a regular basis at each year as a less formal exhibition of mastery. We also feel the use and recording of these exhibitions would indicate the success of our program and suggest to us areas where we need to alter our curriculum and instructional methods.

"Tracking these performances would not only make clear to the students the behaviors we expect but also indicate to them the progress they are making."

The present "Diploma by Exhibition" assesses only part of our curriculum and its effectiveness in developing the habits of mind and skills we feel are essential for our students to acquire. For this reason we are in the process of adding three other exhibition components to our graduation requirements: a Mathematics Exhibition, a Science Exhibition, and a Senior Exhibition/Project.

The development of these exhibitions has related closely to our curriculum discussions. As the faculty explores what should be assessed, they have had to wrestle with what is essential. Designing exhibitions is not compatible with the articulation of long lists of competencies. Instead key concepts and skills begin to emerge. These have focused curriculum discussion on what is central, vitiating the usual tendency of such conversation to generate a laundry list of objectives.

Initially we were planning a Math-Science Exhibition. It has, however, become apparent that mathematics and science teachers do not have a history of integrating their disciplines at Sullivan. Developing a valid combined exhibition, therefore, seems at this time to be an impossible task. Each department will instead formulate its own exhibition while searching for ways to combine these exhibitions in the future.

The Mathematics Exhibition will occur at the end of the geometry class since that is the last required mathematics class. This year most students will finish their mathematics requirement in the sophomore year. In future years, it will occur in the junior year since mathematics has restructured its course offerings to provide two years of algebra before the students take geometry. This restructuring was in part prompted by the department's attempts to define what is essential to their discipline and what kind of mathematical mastery each Sullivan student should exhibit before graduation.

"The reciprocal character of assessment and curriculum convinces us that using an exhibition which needs refinement helps us both understand how to improve it and how to better structure our curriculum."

The logical place for the Science Exhibition has yet to be determined since science is still restructuring its class offerings and requirements. It is also unclear how that exhibition will be designed because of the variety of classes the department offers. As in mathematics, discussions of mastery have prompted science teachers to question their curriculum. Their efforts to reconcile varied approaches to the teaching of science have led them to begin identifying key concepts and habits of mind which are essential to their discipline.

While both the Mathematics and Science Exhibitions will be "sprung" on the students this year as the "Diploma by Exhibition" was "sprung" on the seniors in 1989, we feel these exhibitions will provide valuable insights into what acceptable mastery is in both areas.

The Senior Exhibition/Project answers our need to assess more than our students' abilities in seminar and controlled writing situations. Rather than establish a multiplicity of required exhibitions reflecting the various disciplines within the school or creating a complex set of portfolios, we have chosen to add a Senior Exhibition/Project component to the "Diploma by Exhibition." We feared that exhibitions and portfolios could proliferate to the point that we had truly splintered the curriculum we were working to integrate and unify. The Senior Exhibition/Project would instead enhance the integration of various habits of mind, skills, and disciplines across our curriculum. Our present thinking about the Senior Exhibition/Project follows.

Proposed Senior Exhibition/Project

Rationale:

The Sullivan community values the following habits of mind:

the ability to generate questions

the ability to search for answers to these questions

the ability to organize information to present possible answers to these questions

the ability to defend one's answers

We are developing a curriculum which promotes these habits of mind. We are also developing a curriculum which encourages students to pursue their interests and to individualize their education. In particular, our elective classes allow students to tailor their education to their interests and goals.

The present "Diploma by Exhibition" assesses the habits of mind listed above. It is, however, an assessment controlled by our choice of seminar readings and our design for their exhibition, i.e., the three-five page paper.

The "Diploma by Exhibition" does not require students to demonstrate these habits of mind in a self-generated inquiry and exhibition. It also does not reflect the diversity of educational pursuits our students follow during their four years at Sullivan.

The Senior Exhibition/Project would be an additional measure of how completely our students had acquired the listed habits of mind. It would also provide students with an opportunity to exhibit mastery in the areas where they had chose to focus their energies.

Procedure:

In Spring, 1991 we would explain to the juniors our proposed Senior Exhibition/Project encouraging them to use the summer to think of areas they might wish to independently explore in their senior year.

In September, 1991 each senior would decide upon an area of interest and select a faculty advisor. This area of interest may be one appropriate for a science or history fair project or it may be unrelated to these already established exhibitions.

Together with the advisor, the senior would develop and refine the question to be explored. The choice of these questions may be controlled by our goals and essential questions, e.g., What does it mean to be an American? The questions may also need to include interdisciplinary components since ours is an integrated curriculum.

During the first semester, the senior would research the question using the available in-school and out of school resources. The senior's advisor would monitor the student's progress and assist the student in identifying possible sources of information.

The senior would formulate an answer to the question and decide upon a medium for presenting the answer, e.g., dance, essay, science project, art show, multimedia disk, speech, etc. The advisor would assist the student in refining his presentation.

Presentation:

A schedule of exhibition periods or days would be determined. These would extend from November through February. Seniors would sign up for a presentation time dependent upon when they anticipated completion of their projects.

A panel of three faculty members including the senior's advisor would evaluate the exhibition/project using criteria which would include quality of ideas, skill in researching and organizing, as well as the presentation's technical merit, i.e., Is it written, danced, painted well?

The student would then defend his exhibition/project before these three evaluators who would also grade his defense.

Passing would depend upon both an acceptable project and an adequate defense.

Dates later in the year could be scheduled for students to re-present or re-defend their projects if they failed during their first try.

Advantages:

This Senior Exhibition/Project would...

validate all aspects of our curriculum.

permit students to explore interests in a meaningful way.

foster the development of student researching skills.

develop student ability to engage in sustained inquiry.

strengthen interdisciplinary connections.

As evidenced in the preceding pages, the Sullivan community has recognized the need for designing assessment measures which better evaluate our students' progress. We have also realized that such measures help us develop and refine our curriculum. Our experiences with a required senior seminar and paper have encouraged us to refine that exhibition and to add a Mathematics Exhibition, a Science Exhibition, and a Senior Exhibition/Project to Sullivan's graduation requirements. This process, while difficult, seems necessary if Sullivan is to realize its vision.

In addition to the exhibitions required for graduation, many of our revised course curriculums include exhibition components.

Several have already been piloted in classes and have resulted in the further refinement of course outlines. Other anticipated exhibitions have been the starting point for curriculum development. In particular, our seventh and eighth grade classes have been designed around projects for the history and science fairs. This has prompted a substantial integration of instruction at the junior high level.

In developing these assessment measures, we are also clarifying what is essential in our educational program and are identifying areas where instruction may be integrated.

At present, student work portfolios are only beginning to be discussed. Maintaining folders of essays has long been an English teacher's nightmare, and other departments share similar reservations about holding on to a thousand students' work for four years. We are also only now creating rubrics and scales which would enable the measurement of progress across four years of high school. We anticipate as computer technology simplifies the maintenance of files of student work and as teachers become more comfortable with the evaluation tools, portfolios will be included in our assessment strategies.

Many of the assessment tasks we have delineated rely upon the increased use of computer technology at Sullivan. In particular, we envision technology as:

> helping us expand our library resources to facilitate student researching of questions
>
> increasing the possible mediums students may choose to use for the presentation of their ideas
>
> offering a variety of assessment possibilities which are alternatives to traditional tests, particularly in mathematics and science
>
> fostering student skill acquisition and its subsequent demonstration in vocational education, art, and music

allowing us to establish files on disk of student performance on a variety of assessment tools augmenting our ability to demand mastery and to track student progress

Sullivan High School has come a long way since 1984 when we adopted the vision that all our students should receive the same quality of education, and that they should be prepared by this education to be citizens in a democracy, to be learners for life, and able to earn a living. Our Paideia experiences convinced us of the viability of this vision. Our membership in the Coalition of Essential Schools has encouraged us to move more rapidly towards its realization.

We are a school which is "planning backwards." Our vision has been the impetus for changing our instructional methods, our curriculum, our schedule of classes, and our assessment measures.

"This vision has fostered the kind of self-evaluation and discussion needed for the true restructuring of our educational program."

It has also provided the common ground upon which disparate factions of the school community may meet, explore differences, and achieve consensus.

The development and institution of the "Diploma by Exhibition" strengthened our commitment to "planning backwards." It validated the unique aspects of Sullivan's educational program and suggested areas where our instructional methods, our curriculum, and our schedule of classes needed to be altered. Our experience with this exhibition of mastery has also encouraged us to develop other exhibitions. In the process, Sullivan has better understood its vision and better defined the pragmatic steps which it must take to fully realize it.

APPENDIX E

PRINCIPAL OPERANTS

Sullivan High School

Clinton Bristow, Jr.	President, Chicago Board of Education
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Dr. Robert A. Sampieri	Chief Operating Officer
Dr. Robert Saddler	Deputy Superintendent (CPS)
Dr. Adrienne Y. Bailey	Deputy Superintendent (CPS)
Dr. Margaret Harrigan	Deputy Superintendent (CPS)
Dr. Mary Shannon	Assistant Superintendent (CPS)
Ms. Mary Broomfield	Assistant Superintendent (CPS)
Mrs. Olivia Watkins	Special Assistant to Genl. Superintendent
Mr. Norman Silber	District Superintendent (31) (CPS)
Mr. Howard Sloan	District Superintendent (2) (CPS)
Dr. Robert D. Brazil	Principal, Chicago, Sullivan High School
Ms. Mary Borrelli, Sec.	Sullivan High School
Ms. Mary Pat Darrow, Sec.	Sullivan High School
Mrs. Patricia Anderson	Assistant Principal (SHS)
Mrs. Kathryn Ruffalo	Program Developer (SHS)
Mr. Mose Vines	Paideia Prep Program Developer
Dr. Alice Price	Program Developer
Ms. Lynnette Fu	Assistant Principal (SHS) Programmer
Mr. Franklin Schmidt	Assistant Principal (SHS) Coordinator All-school Seminar
Dr. James Moses	Professor of Education Loyola University of Chicago
Ms. Cindy Rutz	Dr. Mortimer J. Adler's Institute for Philosophical Research, National Center for the Paideia Program
Elizabeth Drew	
Dr. Patricia Weiss	
Staff and Faculty	Sullivan High School

The University of Illinois, College of Education, Champaign-Urbana:

Dr. P. David Pearson
Dr. Frederick A. Rodgers
Dr. Fred Coombs
Dr. Paul Thurston
Dr. Morris Sammons
Dr. Marlene Wentworth
Dr. Phil Musser
Dr. Thomas McGreal

APPENDIX F

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Robert A. Sampieri
Chief Operating Officer

Olivia L. Watkins
Special Assistant to the General Superintendent

APPENDIX G

SCHOOL IMPROVEMENT PLANS

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Appendix G-1

The University of Illinois
Paideia Graduate Institute

1991 School Improvement Plans/Vision Statements

Sullivan H.S.
De Priest
Phillips H.S.
Lake View H.S.
Bradwell
Albany Park
Field
Westinghouse H.S.
Bogan H.S.
Schiller
Burroughs
Manley H.S.

During the summer of 1991, the fourth Paideia Graduate Institute was convened at the University of Illinois at Chicago Circle. Three previous institutes had taken place on the Urbana-Champaign campus of the University of Illinois during the summers of 1989 and 1990.

The focus of this institute was to allow educators to develop a direction in their schools for restructuring through the combined principles of the Paideia Program and the Coalition of Essential Schools.

Reading assignments were extensive and intense. The Socratic seminar was the primary instrument for sharing the listed readings and coaching was demonstrated through the Writer's Workbench. Demonstrations of mastery, collaborative activities, and mini-seminars involved every participant in this "learning by doing process."

This collaborative effort on our part hopefully will be of some assistance to you in your restructuring efforts.

Dr. Robert D. Brazil,
Assistant Professor
University of Illinois at
Urbana-Champaign

mpd

The University of Illinois
Paideia Graduate Institute
1991 Site - 750 South Halsted, Chicago, Illinois
June 24 - July 12, 1991
July 15 - July 26, 1991 - St. John's College, Santa Fe, NM

1991	
June 24	*Genesis*
June 25	*Exodus*
June 26	*John/Matthew*
June 27	Mini-seminars
June 28	*Agamemnon.* Aeschylus
July 1	*The Eumenides.* Aeschylus
July 2	*The Communist Manifesto.* Marx-Engels
July 3	*The Persian War.* Herodotus *The Great Books*, pp. 251-314.
July 4	School Improvement Planning
July 5	Coaching. Writers' Workbench, Sullivan High School, 6631 N. Bosworth Ave., Chicago, IL
July 8	*The Peloponnesian War.* Thucydides. MLCE edition. pp. 424-481.
July 9	Collaborative Activity. *The Merchant of Venice.* Shakespeare
July 10	*Beyond Good and Evil.* Nietzsche. Parts 1-6
July 11	Demonstrations of Mastery. Diploma by Exhibition. Mini-seminars
July 12	School Improvement Planning, class enrichment, all school seminar, thematic sequences
July 15-26	Classical Instruction and School Improvement Planning. St. John's College, Santa Fe, New Mexico.

An expression of gratitude from the educators involved in this project is extended to:

The Chicago Board of Education
The John D. and Catherine T. MacArthur Foundation
The Illinois State Board of Education

The University of Illinois at Urbana-Champaign and Chicago campuses
The Illinois Alliance of Essential Schools
St. John's College, Santa Fe, New Mexico
The Paideia Institute of Hyde Park
The Amoco Foundation
The Whitman Foundation

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Appendix G-2

Paideia Vision
Sullivan High School

I SULLIVAN HIGH SCHOOL'S FACULTY-STAFF VISION STATEMENT

Sullivan High School is incorporating the principles of the Alliance of Essential schools. Our aim is to create an essential school which fully realizes the educational potential suggested by the Paideia philosophy. The Alliance stresses concepts such as personalization of instruction, student expectation. Our vision sees these methods as accomplishing the following goals for our students:

1. To be good citizens of a democracy.
2. To be life-long learners.
3. To be capable of earning a living.

II CURRENT STATUS OF PAIDEIA

The Paideia Program was implemented at Sullivan High School in 1984. Since that time, the program has grown to include the following elements:

1. All-school seminars held once each quarter, involving the entire student body and staff.
2. Paideia Impact Program, in which students take five majors each year, including at least two years of a foreign language. The English and history classes are dovetailed, and the students have one 80-minute seminar each week in both English and history, with seminars in math, science, music, and art once a month.
3. Paideia Prep Program, in which selected 7th and 8th grade students are introduced to the principles of Socratic seminars and have weekly 80-minute

seminars in their language arts and social studies classes.

4. Paideia Regular Program, which comprises the rest of the student body. Students have weekly 40-minute seminars in English and history classes, and monthly seminars in math, science, art, and music classes.

III ROLE OF ADMINISTRATOR

An integral part of the Paideia Program is the active role of the principal, who acts as principal teacher. At Sullivan, Dr. Brazil participates in all aspects of the program as listed above.

IV SHORT-TERM GOALS

The Paideia Program at Sullivan has undergone continuous scrutiny and revamping in an effort to constantly improve it. For example, in an effort to implement Alliance principles, we have undergone extensive restructuring of courses in several departments, including the dovetailing of all English-history and math-science courses for incoming freshmen. To further enhance the program, we have developed short-term goals which are as follows:

1. To further develop and increase the use of seminars in math, science, art, and music classes. To that end we have planned an inservice for all Sullivan faculty members which will consist of a seminar on a math reading.
2. In order for parents to both understand what the Paideia Program consists of and to better enable them to assist their children in the preparation of school assignments, we are planning a series of seminars for parents, to be held in the evening. One such seminar has already been held.

V LONG-TERM GOALS

In addition to the immediate goals set forth above, Sullivan has also developed long-term goals which we believe will strengthen the Paideia Program and our involvement with the Alliance. These are as follows:

1. Consistent with our believe that foreign language fluency is desirable both in terms of cultural awareness and job marketability, we want to increase the use of foreign language seminars at Sullivan.
2. To create a computerized master list of seminar readings, which will enable teachers to readily find appropriate seminar material for their various classes. In addition, this list will be made available to other schools who are using Paideia seminars in their curriculum.
3. To increase the use of the AT&T Writer's Workbench Lab, which develops writing skills, and the Math-Science Lab. These resources provide one-on-one coaching and a means for long-term assessment of students' progress in different areas.
4. To continually evaluate the program, and develop and refine the techniques of the Socratic seminar.

VI STAFF DEVELOPMENT

The success of the Paideia Program depends in large part on a faculty well-trained in the techniques of leading Socratic seminars. When the program was first implemented, all faculty needed initial training, and as new teachers join the staff, they are also trained. Also, experienced faculty members benefit from additional training which freshens their perspective and hones their skills. Therefore, Sullivan High School faculty members participate in one or more of the following:

1. Paideia Summer Study, an intensive, non-credit, two-week program held at St. John's College, located in Santa Fe, New Mexico. Some teachers opt for an

eight-week summer program, which leads to a master's degree in liberal studies.

2. Paideia Graduate Institute, an intensive, three-week course offered at the University of Illinois, either at the Champaign-Urbana campus or the Chicago Circle campus. This course gives one unit of graduate credit.
3. Ongoing monthly seminars held at the University of Illinois, at Chicago Circle campus, under the auspices of Champaign-Urbana. This can be taken for either graduate credit or for lane placement credit with the Board of Education.
4. Paideia Immersion Retreat weekend, held once or twice each school year. Seminars are led by faculty members from St. John's College.
5. After school seminars are held for new faculty members at the beginning of each school year, led by the principal and experienced teachers.
6. Faculty seminars are held two days prior to each all-school seminar to give the teachers a chance to discuss the issues in the readings and devise strategies to use with the students.
7. Faculty inservice seminars are held on math and science reading to help teachers become more comfortable in leading seminars in these areas.
8. Faculty attend various other workshops and conferences relating to Paideia and Socratic seminars.
9. Finally, experienced Sullivan faculty members now serve as consultants, conducting seminars at other Chicago Public Schools which are interested in developing the Paideia Program.

Appendix G-3

Paideia Vision
Oscar DePriest Elementary School

The entire staff of Oscar DePriest accepts the responsibility of educating every student. We believe all students can learn. We are dedicated to equipping each student with the necessary skills to achieve successfully at the next grade level. Our school environment will continue to foster positive social, emotional, and physical growth as well as high academic achievement.

I. SCHOOL GOAL

To implement the Paideia/African-Centric programs using the Socratic seminar method.

II. STUDENT GOALS

1. Every student uses the opportunity to learn according to his or her capability.
2. Students demonstrate an ability to integrate skills throughout all subject areas.
3. To develop an understanding of Paideia principles and philosophy in all subject areas and apply this understanding to everyday life situations.

III TEACHERS AND STAFF GOALS

To apply the principles and philosophy of Paideia/Socratic teaching methods throughout the curriculum whenever appropriate.

IV PARENTS AND COMMUNITY GOAL

To support and develop the principles and philosophy of paideia in relationships with their children and society as a whole.

V PAIDEIA OBJECTIVES

1. To develop a monthly thematic approach.
2. To hold all-school seminars monthly involving the entire student body and staff.
3. To compile a list of grade level readings for bimonthly seminars.
4. For teachers to conduct weekly seminars in English, social studies, science, math, music, and art.
5. To conduct parent seminars on a regular basis.
6. To develop a weekly Paideia Prep Program conducted by parent and community volunteers.
7. To have experienced Paideia staff co-lead classroom seminars and coach students.

VI CURRENT STATUS OF PAIDEIA

1. All-school seminars held twice monthly for entire student body and staff.
2. Paideia Prep Program for selected sixth graders held bi-weekly for 35 minutes each.
3. Two sixth grade classrooms have weekly 30 minutes seminars in social studies.
4. New faculty members are trained in weekly morning seminars.
5. Coordinator and other experienced staff co-lead seminars with new staff members.

VII ROLE OF ADMINISTRATOR

To develop and secure resources to constructively implement the program.

VIII STAFF DEVELOPMENT

To insure the success of the Paideia Program at Oscar DePriest, staff members need to be well trained in the techniques of leading of Socratic seminars. Initial training for all staff in Socratic seminars was held. New teachers are also trained. The following list includes staff development programs that the staff is presently involved in:

1. Weekend Paideia immersion retreats held once or twice each school year. Seminars are led by faculty members from Sullivan High School.

2. After-school seminars held for faculty members bimonthly. Suggestions on coaching, questioning, and strategies discussed.

3. Faculty seminars are held one day prior to each all-school seminar to give the teachers a chance to discuss the issues in the readings and devise strategies to use with the students.

4. Faculty inservice seminars on math and science readings to help teachers become more comfortable in leading seminars in these areas.

5. Faculty to attend various other workshops and conferences relating to Paideia and Socratic seminars.

6. Paideia summer study, an intensive noncredit two-week program held at St. John's College, located in Santa Fe, New Mexico.
7. Paideia Graduate Institute, an intensive three-week course offered at the University of Illinois, either

at the Champaign-Urbana campus or the Chicago Circle campus. This course gives one unit of graduate credit.

8. Ongoing monthly seminars held at the University of Illinois at Chicago Circle campus, under the auspices of Champaign-Urbana. This can be taken for either graduate credit or for lane placement credit with the Board of Education.

9. Consultants from Austin Academy, Sullivan and Goldblatt schools to give additional training in techniques in Paideia.

10. Videotape Paideia seminars of some classrooms at the beginning, middle and end of the school year. Staff and students view video to denote accomplishments and strategies.

11. Board employees trained in Paideia techniques to give inservices and co-lead seminars.

Appendix G-4

Paideia Vision
Phillips High School

I. FACULTY-STAFF STATEMENT

1. Recognize every student's accomplishments through "Back to Basics" and individualized instruction that increases our students' sense of independence through the Paideia Program, the Illinois Alliance of Essential Schools, African and African-American thematics in the various disciplines and Project CANAL.
2. Increase school-community communication with parental involvement, family atmosphere on student support services and alternate truancy programs.
3. Give each student the opportunity to critically think as a self-motivated, self-directed, and self-disciplined entity.
4. Develop the habit of better attendance today to prepare for tomorrow's industrial/technical job situation.
5. Instill in our students that they are valuable labor resources and are "going some place" in their desired careers.
6. Increase student awareness of African and African-American culture, history, and perspective throughout the school's curriculum.

II CURRENT STATUS OF PAIDEIA

1. Several staff members attended the 1990-91 Paideia Symposium at the University of Illinois, Chicago, two attended the Paideia Institute at Project CANAL conducted by the Institute for Philosophical Research. Many faculty members also attended Paideia Immersion weekends.

2. The sophomore honors social studies and English classes participated in mini-seminars during the 1990-91 school year.
3. Phillips departments which have included Socratic seminars in their 1991-92 School Improvement Plans are:
   - English
   - Science
   - Math
   - Social Science
   - Physical Ed.
   - Guidance
4. A Phillips Paideia Proposal has been written and submitted to Administration by Peter Joseph, English Department.

III ROLE OF PRINCIPAL

Phillips Principal, Mrs. Juanita Tucker, has participated in Paideia weekends, sponsored a faculty/staff inservice conducted by Dr. Brazil and members of his staff, and selected staff for graduate Paideia studies programs.

IV SHORT/LONG-TERM GOALS

The Socratic seminar of the Paideia Program will be incorporated into the instructional program of Phillips High School. Its inclusion will implement the principles of the Alliance of Essential Schools by enabling the teacher to act as coach, the student to act as worker, and to encourage collaborative learning.

Specifically, the Socratic seminar method addresses these educational aims:

a. To expand the students' understanding of respect for opinions and interpretations that differ from their own.
b. To develop among students a community of respect for opinions and interpretations that differ from their own.
c. To develop in students the skill of reading a text closely and thoughtfully.

d. To encourage students to assume a responsibility for their own intellectual growth.
e. To develop in students the ability to speak confidently, concisely, and logically in seminar.
f. To aid the teacher to become a generalist and a coach/facilitator rather than a dispenser of knowledge.

Implementation:

1. To develop the use of seminars in all subject areas.
2. To incorporate into graduation requirements Diploma by Exhibition which will include participation in seminar and a paper written on that seminar.
3. To familiarize parents with the socratic seminar method by holding seminars for parents.
4. To develop a program for all-school seminars to be held monthly.
5. To develop a program of enrichment seminars.
6. To have writing become a part of all subject areas through use of the holistic/process writing method as demonstrated through the Illinois Writing Project workshops.

V. STAFF DEVELOPMENT

1. In order to train the entire staff in the techniques of leading socratic seminars, an all-staff seminar will be held once a months beginning in September 1991. The school will follow an a.m. or p.m. inservice bell schedule (depending on when the common C/P period is scheduled) which will provide an hour time period for the seminar to take place.

   Staff most familiar with the Socratic seminar method will initially lead the seminars, with the teachers, counselors, administrators, and other staff members combining into seminar groups of approximately 20 participants.

The readings for the staff seminars will be diversified in order to touch as many subject areas as possible and will include a focus on African and African-American readings.

2. Teachers will begin to conduct mini-seminars in their classes by the second marking period (if not sooner) inviting, when possible, another teacher, administrator or counselor to assist in leading the seminar.
3. By second semester, teachers will be teamed with those in a different subject area to team lead mini-seminars.
4. By second semester, teachers will be meeting in subject areas and combined subject areas to develop lists of seminar readings that will complement each other.
5. A Socratic seminar will be part of the all-staff retreat to be held during the 1991-92 school year.
6. Illinois Writing Project workshops will be offered to the faculty so that the process method of writing can be understood and incorporated in all disciplines, as this, too, reflects the essential principles of teacher as coach, student as worker, collaborative learning, personalization of instruction, less is more, and unanxious expectation.

Appendix G-5

Paideia Vision
Bradwell Elementary School

I. STATEMENT

Pride--Excellence--Responsibility--Knowledge--Success

PERKS

Myra Bradwell Elementary School is incorporating the Paideia principles, particularly as demonstrated in the Socratic seminar. As a result, our aim is for our students:

1. To acquire reading literacy.
2. To form habits of skill and self-expression in the use of language, mathematics, and science.
3. To understand basic ideas and issues.
4. To develop and promote an attitude for continuous learning by exposure to varied sources of knowledge and culture.
5. To instill a tolerance for divergent ideas and points of view.
6. To generate and stimulate in students a sense of self-worth.
7. To develop a sense of community and citizenship through participation in class and all-school seminars.

II. CURRENT STATUS OF PAIDEIA PROGRAM

Paideia/Fine Arts was adopted by our school through consensus as the instructional focus in 1988.

1. Initially, former principal and three staff members attended a Paideia Institute at the University of Illinois at Champaign-Urbana in 1988 summer.

2. Faculty participated in monthly training sessions and seminars 1989-90. Approximately 24 participated in 3 sessions for pay. Approximately half of those continued participation in training without compensation. Four monthly training sessions were held in 1991 with approximately 15-20 participating.
3. Seminar groups were formed with approximately 25 participants or less. Socratic seminars were conducted on Friday mornings for 40-60 minutes with trained leaders. Primary level seminars were of shorter duration.
4. The principal and auxiliary staff with training were used as Paideia seminar leaders, in addition to teachers, in order to keep seminar groups small and manageable for discussions.
5. Suggested reading lists by grade level have been distributed. Seminar leaders were allowed to choose the selection they desired for seminar.
6. Materials purchased for Paideia included Junior Great Books and some individual titles for readings on the Black Experience. Also, a file or bank of articles and readings is being established and maintained for use in seminars.

III. ROLE OF THE ADMINISTRATOR

The implementation of the Paideia Program at Bradwell School has begun. It involves many, but not all, students or classes as is the intent. We have proceeded slowly and as we could. Now, however, in assessing where we are and where we wish to be in the development of this program for our students, we have developed the following short-term goals:

1. To expand and strengthen our involvement of classes and teachers implementing this program. New personnel and those untrained should be given training and support to affect the implementation of Socratic seminars for the students.

2. To develop and integrate the use of seminars in other areas of the curriculum, such as in math, science, art, et cetera.
3. To insure common learnings and provide continuity and cohesiveness to our Paideia Program by using a thematic approach to seminar offerings at all grade levels. Two themes that fit the interests and curriculum of the given grade level should be developed. At least one theme should be studied within each semester. Remaining seminar selections are at the discretion of the seminar leader.
4. To develop a simple format for writing up the thematic units (2) for each grade to be used by seminar leaders as a resource. This should be short and include at least 3 or 4 readings that address the theme and to be used for seminars. The write-up should include one essential question for the whole theme and several general questions, and possible follow-up writings and/or activities.
5. To establish at each grade level, K-8, one common initial seminar.
6. To conduct all-school seminars each quarter for primary, intermediate, and upper levels separately. Faculty members and seminar leaders should have a seminar on the chosen selection before the all-school seminar.
7. To purchase additional materials for our Paideia Program that fits the interests and needs for integrating with our curriculum.
8. To hold "Sundae Seminars" for parent/community involvement and awareness -- at least two for the school year.
9. To involve the K-1 grades in the Paideia Program.

V. LONG-TERM GOALS

For the long term, Bradwell School hopes to continually strengthen our Paideia Program by making modifications as needed. Other long-term goals are:

1. To develop and refine coaching techniques that will enhance learning opportunities for each student.
2. To maintain open communication and networking with other schools using Paideia seminars in the curriculum.
3. To continually evaluate the program and to develop some method to make long-term assessment of the program.

VI. STAFF DEVELOPMENT

The faculty should be actively engaged in learning in any Paideia Program. To have a successful program, new members as well as experienced faculty members may receive training in the following manner:

1. Monthly seminars held after school, led by experienced seminar leaders or consultants.
2. On-site training through observation and demonstration.
3. Paideia Immersion Retreat weekend, held once or twice each school year, in conjunction with the Paideia Institute of Hyde Park.
4. Faculty seminars held prior to all-school seminar to discuss issues in the reading selections and to devise strategies to use with the students during the discussions.
5. Various workshops and conferences relating to Paideia and Socratic seminars.
6. Viewing of videotapes of seminars being conducted.
7. Monthly Paideia seminars at Project CANAL Training Center.
8. Paideia Graduate Institute, University of illinois, either at Champaign-Urbana or Chicago Circle campus for graduate credit or lane placement with the Board of Education.
9. Paideia Summer Study, an intensive non-credit 2-week program at St. John's College--Santa Fe, New Mexico. Another option is the eight-week summer

program which leads to a master's degree in liberal studies.

10. Reading of posted books of interest, the Paideia Bulletin, etc.

Appendix G-6

Paideia Vision
Albany Park Multicultural Academy

I. STATEMENT

Albany Park Multicultural Academy will become a center for cultural studies focusing on the rich multicultural makeup of its community. Our instructional program will be a concentrated research-based integrated study of the cultural heritage of its students, centered on the humanities, using collaborative investigation and Socratic seminars as the methods of investigation. The school will become a center for its students, parents, and community, acting as both an institution of learning and a haven of assistance, support, and personal development to all.

Albany Park Multicultural Academy is housed in a section of Von Steuben Math and Science Center with inadequate rooms to offer a program that meets the needs of the neighborhood population, which is a rich, multicultural population. In the racial survey we are:

White - 28.6%
Black - 8.1%
Asian - 26.9%
Hispanic - 36.2%

Among the multicultural population, there are 17 countries represented. Each has its own language and customs. There is a great need for the transitional bilingual/ESL program, particularly immersion in English while retaining the native language. Because of the rich multicultural mixture of peoples within this community, the vision is to establish a center for international studies, offering the students an interdisciplinary humanities curriculum which will study the cultures of the students who make up the attendance center population. Emphasis will be placed on analysis of the major cultures: the history, art, music, literature, and major contributions of these cultures to the world community. Students from these cultures will provide resources to the other students. All cultural groups will provide a similar sharing of their cultures through this curriculum emphasis, which will provide language analysis, factors which make up a culture, and how this rich heritage benefits the world community today. The parents of this attendance center are committed to the neighborhood school concept, wishing this international center to be a rich, multicultural learning site within their Albany Park community for all groups who are living here.

II. STATUS OF PAIDEIA AT ALBANY PARK MULTICULTURAL ACADEMY

The critical thinking component of the state mandated guidelines will be met through our Socratic seminars method of instruction. Teachers and principal are continuing their instruction in Socratic seminar methodology both at the University of Illinois and St. John's College, Santa Fe, New Mexico. Coaching strategies will continue to be studied and provided by teachers at Sullivan High School and other leaders in the Paideia schools here in Chicago and throughout the country. One double period of Socratic seminars will be provided once a week. All-school seminars will be conducted during the year, in which the entire school will read the same piece. Enrichment seminars will continue to be conducted after school for students, teachers, and parents. Seminar readings will be provided and selected from lists prepared by the Paideia Institute as well as schools using the Paideia methodology. Staff members, as well as parents and students, will also select texts.

Throughout the curriculum, the emphasis will be placed on coaching, seminars, and finally, didactic instruction.

Our goal for this year is that each student will have one Socratic seminar per day, and coaching during the computer lab time, foreign language (German), and science lab work.

Major goals:
Our curriculum will be designed and divided into four quarters of time, each quarter designed to study the Asian, Hispanic, African-American and European/ Middle Eastern cultures. Because the German language was a strong influence on the English language, because of the importance of German in the study of mathematics and science, because of the economic implications of this learning due to the present global scene, and because the German language would be an area of common need for all the students in our attendance area, our goal is to offer German study beginning in the Fall of 1990 and continuing on as the language component of our curriculum. The curriculum will be an interdisciplinary study in the humanities, in which language arts, music, history, art, drama, mathematics, and scientific investigation will be studied, centered on the four major cultural groups of this community. Our community consists of a multicultural population. The curriculum at present has a need to integrate the humanities and correlate each discipline into ten weeks of intense analysis of the pertinent culture. We intend to concentrate our humanities curriculum around our multicultural population. In addition, we will choose major sociological themes that have affected man throughout history as we teach the humanities. The themes will become the framework of our study.

The PPAC and instructional teams will meet regularly to implement and evaluate the instructional program and Paideia methodology. The PPAC and instructional teams will design, implement, and evaluate the instructional program within the philosophy of the Paideia mandates.

Using the present Local School Council members, we will involve them in the instructional program, particularly the Socratic seminars. They will actively participate as leaders, in the quarterly culminating activities. They will assist in all after-school programs organized by the social service agency Project Step-Up. They will take an active role in planning, programming, and implementing the special programs, such as drama. They will actively assist staff and administration in the assessment and evaluation of the School Improvement Plan. A bilingual council will be an active arm of the Local School Council. By the Fall of 1992, we will have a parent/school liaison representative of the community.

III FACULTY-STAFF-ADMINISTRATION TRAINING IN SOCRATIC SEMINARS

1. Training at the University of Illinois at Urbana-Champaign, Illinois, for principal and two staff members, Summer, 1990.
2. Once a month seminars, University of Illinois, Chicago campus, for principal and six staff members.
3. Three weeks of training for principal and two staff members, University of Illinois, Chicago campus, Summer, 1991.
4. Two weeks of training for principal and one staff member, St. John's College, Santa Fe, New Mexico, Summer, 1991.
5. Immersion Retreat for six staff members and three Local School Council members, Winter, 1990.

IV STUDENT AND COMMUNITY PARTICIPATION IN SOCRATIC SEMINARS DURING THE YEAR

1. Enrichment seminars, required of all 7th and 8th graders who are above level in reading--once a month after school, from 3:00 p.m. until 5:00 p.m.
2. Ninety minute Socratic seminar once a week for all students and staff during language arts period.
3. One seminar for adults prior to a Local Council meeting three times per semester.
4. Seminars suggested by staff or principal or community people on an ongoing basis.

Appendix G-7

Paideia Vision
Field Elementary School

I. VISION STATEMENT

Our vision for Field School is to help students develop their own mental powers by thinking critically and analytically in order to have control over their own ideas and to become decisive, productive citizens in the community.

II. GOALS

In order to realize the vision we have of Paideia at Field School, it is necessary to set goals that will strengthen and develop this vision:

1. To involve the principal in active participation in seminars.
2. To develop the use of seminars throughout the school.
3. To involve parents in discussing seminar readings with their children at home.
4. To work in teams on seminar planning and implementation.

III. STAFF DEVELOPMENT

If teachers are to develop the characteristics of inquiry and critical listening and thinking, they must be educated effectively and participate regularly in seminars:

1. Study of the theory and information on the what and why of seminar.
2. Two day training as Junior Great Books Leader.
3. Ongoing monthly seminars held at UIC.
4. Paideia Graduate Institute at UIC--3-week graduate credit course.

Appendix G-8

Paideia Vision
Bogan High School

I. STATEMENT

Bogan High School has an enrollment of approximately 2,500 students on the southwest side of the city; about half of the students come from outside the school's boundaries. They are attracted by the special programs offered in computers and math, as well as the reputation of the school for high quality courses in all subject areas along with good music and sports activities.

Two staff members have had training through the Paideia Institute (English and Social Studies) and two additional English teachers have experience with the Great Books program. There is a senior elective in English in Great Books. These staff can be utilized in the development of seminars at Bogan.

II. GOALS

Bogan's School Improvement Plan for 1991 includes the following goals:

1. Provide more services for the average student.
2. Include reading comprehension modules in all classes.
3. Encourage interdisciplinary cooperation in all subject areas.

The introduction of more Socratic seminars into the classes at Bogan will help to realize these goals.

As a teacher of history, I have tried to include the reading and discussion of historical novels into my courses. This pst year, my classes read and discussed several books. I am currently promoting more interaction between the English and social studies departments, especially the coordination of U.S. History and Literature. There are only a few staff members in these two departments that show interest at this time. Most agree that coordination is a good idea, but the programming requirements (literature is offered to sophomores and history to juniors) are considerable; a major effort from leaders of both departments will be necessary before the changes will be made.

My plan for 1991-92 is to work toward more integration of the English and social studies departments and to develop reading lists appropriate for the various courses offered in social studies. Teachers will be encouraged to use more literature in the teaching of history and government. I also hope to work with the English teachers of the Great Books class; the seniors in that class with a social studies elective may find that their readings overlap with history or government themes.

Appendix G-9

Paideia Vision
Schiller Middle School

I. STATEMENT

Schiller School is implementing the principles of the Paideia Program into the regular curriculum. Our aim is to create an atmosphere that promotes the appreciation of higher order thinking skills. Students will demonstrate these skills through reading and discussing various selections. They will, because of their involvement in this program, develop an appreciation of the ideas of their peers. They will also develop more self-esteem because of a genuine feeling that their ideas are valuable and appreciated by others.

II. CURRENT STATUS OF PAIDEIA

The Paideia Program was implemented at Schiller in 1990. We have implemented the following:

1. All-staff seminars on a monthly basis.
2. All-school student seminars semi-monthly. (Parents sit in and participate in these seminars.) The students in special education are included in these seminars.

III. SHORT-TERM GOALS

1. To improve the quality of student compositions as the follow-up activity to the seminars.
2. To involve more parents in the all-school seminars.
3. To conduct seminars just for parents.
4. To provide coaching for the students who demonstrate an inability to keep pace with their peers.
5. To develop a partnership with the business community to help underwrite the program.

IV. LONG-TERM GOALS

1. To develop a community of critical readers.
2. To increase literacy in the community.
3. To continually redefine and improve the program.
4. To maintain the business partnership.

V. STAFF DEVELOPMENT

The principal, teachers, career service personnel and parents will be participating in activities that will increase our skills in conducting seminars. We are committed to increasing our knowledge of Socratic seminar techniques so that we can motivate our students to become better citizens and make better preparation for success in high school.

VI. ADMINISTRATOR'S ROLE

The principal sees his role as a teacher in both the all-staff and all-school seminars. He is committed to participating in graduate courses on Socratic seminars so that he can be more supportive of the efforts of the staff.

Appendix G-10

Paideia Vision
Burroughs Elementary School

I. STATEMENT

Burroughs Elementary School is incorporating the principles of the Paideia Program as demonstrated in the Socratic seminar into our curriculum. Our aim is to create a complete educational renaissance where students, teachers, parents, community residents, and local business personnel integrate the original thoughts of civilization's finest poetic, scientific, political, philosophic, and historical literary artists into their own personal and intellectual lives. Our vision sees the Paideia Program as a means of accomplishing the following goals for our students:

1. To be good citizens of a democracy.
2. To be critical thinkers.
3. To be life-long learners.

II. CURRENT STATUS OF PAIDEIA

The Paideia Program was implemented at Burroughs School in November 1990. Currently, the program has the following elements:

1. Weekly seminars: All classrooms are engaged in a weekly 45-minute seminar in language arts classes. These seminars are led by one of the two Paideia coordinators.
2. Monthly after-school seminars conducted at Burroughs School to involve staff, parents, students, and local business representatives.

Beginning in October 1991, the following components were be added.

3. All-school seminars held once a month, involving the entire student body and staff.
4. Enrichment seminars held once a month. These seminars will be optional for upper grade students who wish to receive extra credit in one of their subject areas.

III. SHORT-TERM GOALS

The Paideia Program at Burroughs is still in the developmental stage and is undergoing constant evaluation in an effort to improve it. To further enhance the program, we have set the following short-term goals:

1. Establish a thematic approach to the selection of seminar materials.
2. Work with the classroom teachers to more closely link seminar readings to the social studies classes.
3. Involve all staff members in conducting seminars so as to reduce the size of seminar groups.
4. Establish a debate team.

IV. LONG-TERM GOALS

In addition to the immediate goals set forth above, Burroughs has already developed long-term goals which are as follows:

1. Continually evaluate the program, and develop and refine the techniques of the Socratic seminar.
2. Establish and develop the Paideia Institute of Brighton Park in order to network with other communities in Chicago and the suburbs.
3. Development of a 13-year course of study from kindergarten through grade twelve featuring "promotion and graduation by exhibition."
4. Continually send teachers and principals to the University of Illinois at Urbana-Champaign and to St. John's College in Santa Fe, New Mexico or

Annapolis, Maryland, every summer for development.

V. STAFF DEVELOPMENT

The success of the Paideia Program depends on teachers trained in the techniques of leading Socratic seminars. When the program was introduced, all faculty underwent initial training; and as new teachers join the staff, they are also trained. Also, teachers experienced benefit from additional training which bolsters their enthusiasm for the program. Therefore, Burroughs School faculty members participated in one or more of the following:

1. Paideia Summer Study, an intensive non-credit two-week program held at St. John's College, located in Santa Fe, New Mexico. Some teachers opt for an eight-week summer program which leads to a master's degree in liberal studies.
2. Paideia Graduate Institute, an intensive three-week course offered at the University of Illinois, either at the Champaign-Urbana campus or the Chicago Circle campus. The course gives one unit of graduate credit.
3. Ongoing monthly seminars held at the University of Illinois Chicago campus, under the auspices of Champaign-Urbana. This to be taken for either graduate credit or for lane placement credit with the Board of Education.
4. Paideia Immersion retreat weekend, held once or twice each school year. Seminars are led by faculty members form St. John's College.
5. Faculty attend various other workshops and conferences relating to Paideia and Socratic seminars.

Appendix G-11

Paideia Vision
Westinghouse Vocational High School

I. STATEMENT

Westinghouse Vocational High School is incorporating the principles of the Paideia Program into its Local School Improvement Plan. The Paideia approach to learning, typified in the Socratic seminar, stresses concepts which support the goals of Westinghouse as stated in the school's Statement of Philosophy and Vision Statement. Paideia methods will help Westinghouse students:

1. Achieve academic competence including mastery of communications, mathematics, science, and thinking skills required for enrollment in post-secondary educational institutions.
2. Achieve vocational competence through hands-on experiences with current technology.
3. Become active, productive citizens and life-long learners.

II. STATUS OF THE PAIDEIA PROGRAM

Faculty Training

Paideia seminar training was inaugurated with four faculty members in the Summer 1989, at Paideia Graduate Institute held at the University of Illinois at Urbana-Champaign. In addition to taking the three-week course at Urbana, these teachers and two other faculty members participated in a Paideia Immersion Weekend Retreat held at Lake Geneva in Spring 1990. Since that time, one teacher has completed Part II of the University of Illinois Paideia Graduate Institute course. Three of the original Paideia trainees remain at Westinghouse. An additional faculty member, who has not taken the three-week course, has participated in the Saturday seminar series.

Paideia Program

The Paideia Program at Westinghouse paired one English III class with one U.S. History class (11th grade level) and one English IV class with one Early World History class (12th grade level). These classes were dovetailed (i.e., the same students were programmed consecutively for English and history classes), making available an eighty-minutes time block to accommodate seminars. Seminars were held at least once a month. This schedule continued until 1990-91 when one English teacher took a maternity leave and the other English teacher served as coordinator of the North Central Association School evaluation.

To help keep the program alive, Paideia-trained faculty members and additional faculty members, who have had Great Books training, continued holding monthly after-school faculty seminars during the 1990-91 school year. These teachers received a stipend through Project CANAL funds.

III SHORT-TERM GOALS

The Paideia Program, at its best, has been implemented on a very limited scale. Plans for its continuation include:

1. Reinstating the program to its status during the 1989-90 school year.
2. Expanding the Paideia Program to the Honors English II class and the Honors Algebra/Trig class (10th grade level).
3. Broadening interest in the Paideia Program through an inservice for all faculty members.
4. Reinforcing seminar skills of Paideia-trained faculty members.

IV. LONG-TERM GOALS

Long-term goals which will promote the expansion of the Paideia Program are:

1. To train additional faculty members in the Paideia method at the University of Illinois or at St. John's College, Santa Fe, New Mexico.
2. To include more faculty members in Paideia seminars.
3. To develop a math/science collaboration in the Paideia Program.
4. To expand the Paideia Program to the Freshman Tech Prep program.
5. To extend the Paideia Program to include Fine Arts and Vocational Education classes.
6. To improve student writing skills, and to provide individualized instruction and coaching through the use of the Writing Workshop computer lab.

V. STAFF DEVELOPMENT

The successful expansion of the Paideia Program will depend upon faculty training in and enthusiasm for the Socratic seminar. Faculty members new to the Paideia Program will need training and practice in conducting seminars. Those faculty members who have had Paideia training will need reinforcement in the seminar technique. Renewed enthusiasm for the Paideia Program is a usual outcome of additional seminar training.

1. Faculty members will participate in the Paideia Graduate Institute at the University of Illinois Champaign-Urbana campus or at the Chicago campus.
2. Faculty members will participate in Paideia Summer Study at St. John's College, Santa Fe, New Mexico, for either the non-credit two-week program or the eight-week program which leads to a master's degree in liberal studies.

3. Faculty members will participate in monthly seminars at the University of Illinois, Chicago. This course can be taken for either graduate credit or for lane placement credit with the Chicago Board of Education.
4. Faculty members will participate in a Paideia Immersion weekend retreat.
5. Faculty inservice(s) conducted by experienced Paideia coordinators will be held to help teachers with seminar and coaching techniques.

Appendix G-12

Paideia Vision
Lindblom High School

I. STATEMENT

It is the mission of Lindblom Technical High School to provide an exemplary model curricula for college-bound students. Our objective is to provide a superior teaching team which uses a variety of contemporary teaching strategies, including the Paideia philosophy, to produce above-average achievement in a healthy, productive school climate.

The Lindblom team envisions a future in which:

1. Students are provided opportunities to apply their acquired knowledge as learning proceeds through the use of applied Paideia seminars.
2. All students are prepared to take leadership roles in the 21st Century, particularly in technology, science, and mathematics.
3. Students demonstrate social and global awareness and multicultural sensitivity using learned critical thinking skills as suggested by Paideia.

II. INTERDISCIPLINARY CURRICULA DEVELOPMENT

1. Staff development in teaching strategies, managing change, consensus building and Socratic methods.
2. Reduction of maximum class size to 20.
3. Development of authentic performances/applied learning.
4. Development of alternate methods of assessment such as demonstration by exhibition.
5. Implementation of teaching teams.
6. Implementation of Socratic methods.
7. Implementation of cooperative learning.
8. Implementation of personalized instruction.

Appendix G-13

Paideia Vision
Lake View High School

The Paideia components to the School Improvement Plan at Lake View have been assigned to teachers with extensive experience in the Socratic seminar. As a classroom teacher, I am looking forward to all-school and staff seminars under their direction. In a more limited capacity, I plan to incorporate the seminar as a regularly scheduled part of my classes along with the Illinois Writing Project workshop which empowers the student as writer and responsible editor.

I. STATEMENT

The students and teacher will participate in all-class seminars and conduct mini-seminars to develop their ability to express their responses and beliefs and to listen to others' thinking as well as learn to summarize the thoughts expressed.

The preparation and follow-up of the seminars should accomplish the following goals:

1. Students take responsibility for their learning.
2. Students respect the thinking of others.
3. Students summarize discussion and determine their own conclusions.

II. CURRENT STATUS OF SEMINARS

In 1990-91, seminars were scheduled sporadically and the discussion was somewhat lacking in discipline. Not all of the students had read the selection and no formal evaluation was done. The selections were limited to fiction and poetry.

In 1991-92, initially the selections will be read in class before the seminar. As the students become more aware of their responsibility for their learning, they will be expected to complete longer selections.

III. PLAN FOR THE NEXT SCHOOL YEAR

Freshman English: Two to four week units on the hero, the family, love, and coming of age and other topics will be developed using the anthology and other readings. The classes will regularly discuss selections of paintings related to the theme.

A unit on heroism for the classes might include selections from The Odyssey, The Miracle Worker, "Harrison Bergeron," and a biographical sketch of Nathan Hale.

American Literature for Juniors: A thematic chronology study of writing in the United States will correspond to studying history, but stories, poems, and essays on the same theme from other periods of U.S. History will be included. Once again, seminars will be held on a weekly basis and students will be evaluated on their participation, and they will be asked to evaluate the seminar. Longer selections including novels read in the course of the class will also be discussed in the seminars.

An American Literature unit on the development of the self might include selections from Benjamin Franklin's autobiography, Thomas Jefferson's letter to his nephew, a chapter from Roots, poems by Edgar Lee Masters, a selection from "I Am Joaquin" by Rodolfo Gonzales, and "Song" by Adrienne Rich.

Appendix G-14

Paideia Vision
Manley High School

"CREATING A CHANGE"
IF YOU BELIEVE IT, YOU CAN ACHIEVE IT"

I. STATEMENT

Through innovative planning, collaborative learning, shared decision-making, and the Paideia Program, we will move beyond the constraints of traditional teaching and learning and the inherent problems that a teacher-directed principal-dictated approach poses. Conversely, the Paideia Program is student-centered so that students will be empowered to take charge of their lives, view themselves as positive contributors to society and work toward that goal. The entire Manley community sees Paideia as a method of accomplishing the following:

1. Insure that students will grown in their understanding of themselves and others.
2. Enable students to cope creatively with problems confronting them now and in the future.
3. Enable students to understand problem situations and evaluate the consequences of a course of action.
4. Produce students who are actively involved in their learning and capable of self-direction.

II. CURRENT STATUS OF PAIDEIA

Since the fall of 1989, staff development, inservice training, and planning for comprehensive curriculum changes have set the stage for the implementation of a school-wide Paideia Program in the fall of 1991.

1. Beginning in the fall of 1991, most classes will last 80 minutes. This will provide the opportunity for teachers to be academic coaches, for students to

learn collaboratively, and for the introduction of the Socratic seminar.

2. The Social Studies and English Departments have integrated their curricula with Paideia in mind. Classes in these departments will be the first to have Socratic seminars, and the reading list for monthly school-wide seminars has been prepared by these departments.
3. As they feel ready, other departments will introduce all of the methods of Paideia at every grade level.
4. A number of teachers have experimented on their own with Socratic seminars during the 1990-91 school year. Their experience will be invaluable when the school-wide program changes are instituted.

III. ROLE OF THE ADMINISTRATOR

The role of the principal is a very integral aspect of the Paideia Program. Mrs. Flanagan, Principal of Manley, has taken a very active and encouraging role in all facets from its inception to its ongoing operation. She has been its most enthusiastic supporter and participant. She has had the same training that the most interested Paideia teachers have taken. Her aim is to be a teaching principal and a facilitator or leader at Socratic seminars.

Beginning in the fall of the 1991-92 school year, a school-wide Paideia Program will go into effect at Manley High School. This would not have been possible without Mrs. Flanagan's active support of all staff development and planning efforts.

IV. SHORT-TERM GOALS

As part of our school's solution to improve Manley's fragmented curriculum, Paideia will be used as one approach to integrate, enhance, and reinforce learning throughout the different disciplines at Manley. In an effort to combine, we have put the following disciplines together: English-history, math-science, and the fine arts. In addition, we have set up long- and short-term goals. The short-term goals are as follows:

1. Introduce Paideia throughout the school to students and teachers through seminars.
2. Implement interdisciplinary Paideia seminars in English and history, math-science, and the arts.
3. Train teachers to provide inservice seminars to teach other teachers in the art of Paideia seminars.

V. LONG-TERM GOALS

Since we are going into total school involvement, long-term vision and goals have been set. The following reflect our long-term vision to strengthen the commitment and instruction of the Paideia Program:

1. To have continuous seminars using professionals to give us guidance to enhance our program.
2. To increase the use of technological advances, as well as provide coaching, and view students' progress through the use of the AT&T Writer's Workbench lab.
3. Continually evaluate and make any necessary changes to improve the techniques of the Paideia seminars.

VI. STAFF DEVELOPMENT

The Paideia Program was introduced to the Manley faculty and staff in May of 1990. Seven teachers and the principal, Mrs. Katherine Flanagan, attended an Immersion Retreat at Interlaken Resort in Lake Geneva, Wisconsin. The teachers reported to the faculty their experiences and enthusiasm was unbounded. Further faculty/staff involvement includes the following:

1. An additional 32 teachers have attended retreats since May 1990.
2. Twelve teachers have participated in the University of Illinois symposiums in Champaign-Urbana.
3. Seventeen teachers have participated in the 1990-91 monthly seminars held at the University of Illinois at Chicago.
4. The principal and one teacher participated in the program held at St. John's College.
5. Forty teachers participated in a pre-school inservice program held at Nordic Hills.
6. Twenty-five teachers have participated in monthly seminars held at Manley High School conducted by Mose Vines and Eileen Barton from Sullivan.
7. Twenty teachers will participate in a weekend Immersion Retreat held in November 1991 at Interlaken Resort.
8. All Manley students and faculty will participate in monthly school-wide seminars during the 1991-92 school year.

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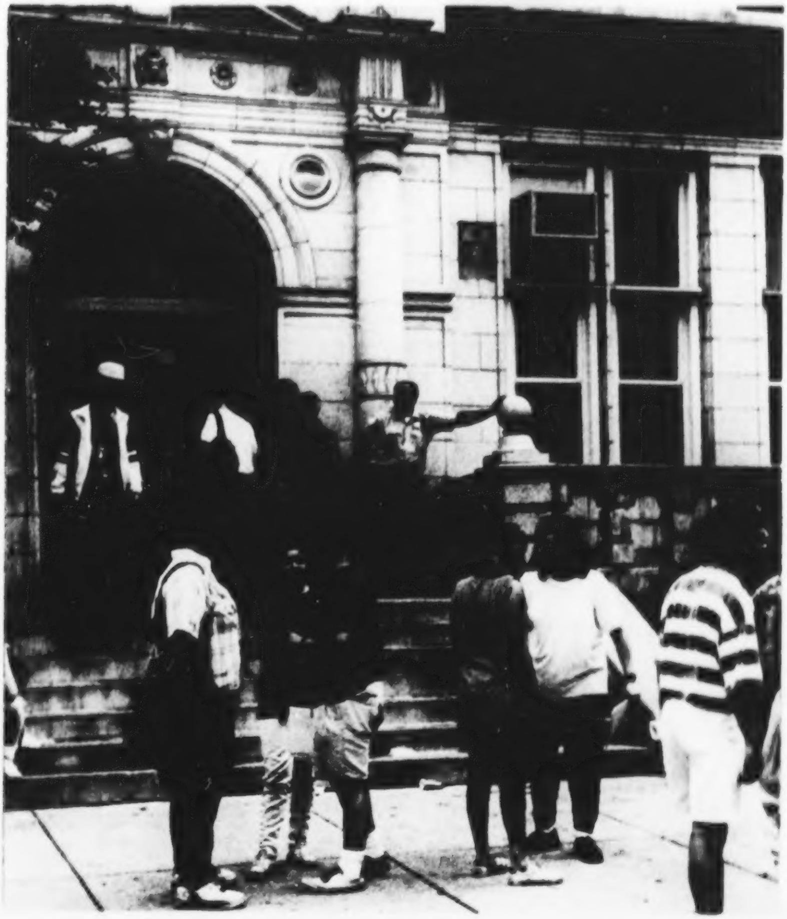

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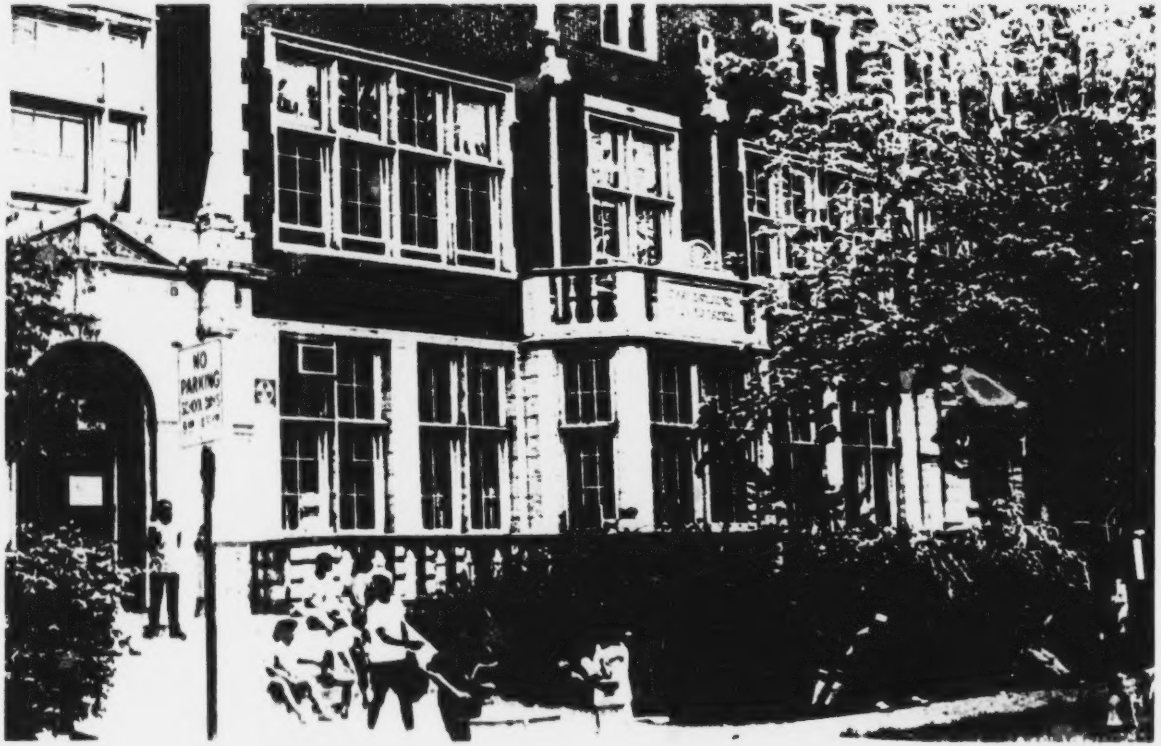
LOOKING TO THE FUTURE

As this book goes to press, there are two major issues confronting American education. They are evaluation of how our students learn, and how best to demonstrate what they have learned. Others are looking into evaluative processes, and their efforts are important. The only difficulty coloring this nationwide quest is that every time we come to grips with the notion that our students are not learning, we test them. If the test results were the primary indicator of competence, performance, and intelligence, children in America would not be considered among the best. Our overall performance results must be evaluated, in relation to the mission of providing universal education for all children and providing a basic standard of living "that is adequate for every citizen." Therefore, to judge the true worth of education and to select the appropriate strategies for realizing that worth for all children, outcomes must be broader than the use of standardized test results.

Over the years, the creators and implementors of the Paideia Proposal, as practiced in Sullivan High School, have advocated instructional practices that encourage students to think, with teachers reducing the use of the didactic process. We should be clear on this point. We are not proposing additional instructions; we are advocating replacing that procedure with another. The lecture will remain, the Socratic Seminar will remain a viable component, and coaching the student will support both exercises. A major difference will be the introduction of "exhibitions," demonstrations of mastery, and the multi-media laboratory in which students, individually and collectively, will reveal to us what they really know.

It is our vision that the Socratic Seminar will provide the intellectual foundation needed to deal effectively with an increasingly high-technology-driven world. Imagine "MacBeth" displayed on a computer monitor, with the images of great actors alongside. The students will utilize the "mouse," click it twice over the icon of Sir Laurence Olivier, and his voice emotes in dramatic tones with the assistance of something called the CD ROM. That is the emerging world of information storage and retrieval. It will bring large inroads into our classrooms of the future. The challenge we face is to ensure quality in the material that is designed for the emerging technology and to develop individuals who have learned how to think about the great issues of mankind throughout history. The Socratic Seminar will serve as the intellectual bridge between thinking about the human condition and manipulating technology to expand one's understanding. Technology will serve us in the future in direct proportion to our ability to think at a high level about the human condition. The Socratic Seminar provides an instructional approach that can be used to achieve this goal.



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"It is the powerful who understand how to honor; this is their art, their realm of invention. The profound reverence for age and tradition---all law rests on this double reverence---the faith and prejudice in favor of ancestors and disfavor of those yet to come are typical of the morality of the powerful; and when the men of 'modern ideas,' conversely believe almost instinctively in progress, and 'the future' have more and more lack of respect for age, this in itself would sufficiently betray the ignoble origin of these 'ideas.'"

----Friedrich Nietzch Beyond Good and Evil, 1878, pp. 205-206.